



# Race to the Top - District

## Technical Review Form

Application #0906FL-1 for The School Board of Broward County, Florida

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>Broward County Public Schools has articulated a comprehensive and clear vision that can serve as the foundation for accelerating student learning, deepening student learning, and increasing equity. The district's reform plan, Personalized Learning for Equity of Outcomes (PLEO) with its four assurances that were already in progress (adopt college and career ready standards; data systems that reassure student growth and success; recruiting, developing, reward, and retaining effective teachers and principals; turning around the lowest achieving schools) is an ambitious, but appropriate, vision. The middle school level was selected for the proposed project because middle schools were the level most in need of "transformative re-engineering." The needs of students in various subgroups were considered in the vision. Overall, this places Broward County Public Schools at the high end of the top range.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>Broward County Public Schools describes a high-quality process that was used to select participant schools. The Applicant describes how the district's Department of Research and Student Assessment provided relevant data to Senior and Executive level leaders. This group identified schools that might be strong candidates to participate. District leaders then met with the principals of schools being considered for participation. Meetings were also held with the Broward Teacher's Union and the School Board. Selections were made based on interest and level of commitment.</p> <p>The Applicant's approach to implementing its reform proposal by focusing on a school level (i.e., middle schools) will support high-quality LEA-level and school-level implementation. A list of schools that will participate in grant activities is included in the application—as well as the total number of participating students. The applicant reported the number of participating students, including the number from low income families, and other high needs subgroups. Overall, this places Broward County Schools at the high end of the top range.</p>		
(A)(3) LEA-wide reform & change (10 points)	10	5
<p>(A)(3) Reviewer Comments:</p> <p>Broward County Schools describes many elements of a high-quality plan for scale up and replication, but not all needed pieces were adequately described. The Applicant lists four specific goals in its application; however, the logic model does not contain detailed information about outputs and outcomes. This makes it difficult to follow how all of the pieces will be put together in ways that will be able to support district-wide change and help the Applicant reach outcome goals.</p> <p>One of the four specific goals listed (Number 2) indicates that achievement gaps will decrease for Black/White, Hispanic/White, Free and Reduced Lunch/Non-Free and Reduced Lunch. It is unclear why special education and ELL were not included in this specific goal. The proposal would have been stronger if special education and ELL had been included in the specific goals since the data presented show that these subgroups historically have had low achievement and a very large gap—and it is important that these groups do not "fall into the cracks."</p> <p>Overall, this places Broward County Schools in the middle part of the mid-range.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	7
<p>(A)(4) Reviewer Comments:</p> <p>Broward County Public Schools presented tables with data which indicate that achievement is projected to increase and the achievement gaps should decrease. The methodology used to project the data is appropriate. A strength is that proficiency status achievement and growth data are included for racial/ethnic, students with disabilities, ELL, and Free Reduced Lunch (FRL) subgroups. Since all students are supposed to</p>		

be college and career ready by the time they graduate from high school, it is a concern that graduation rate data were not presented for ELLs and students with disabilities. Also, information was not included in the achievement gap tables for two subgroups that historically have had large gaps ( ELLs and students with disabilities). Overall, Broward County Public Schools scored at the high end of the middle range.

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	10
<p>(B)(1) Reviewer Comments:</p> <p>Broward County Public Schools has a record of increased achievement for most subgroups across the last five years. For most subgroups, the gains were relatively small. For example, for the Economically Disadvantaged subgroup the percent proficient on the reading assessment increased from 46% in 2007 to 53% in 2011; and in math from 56% in 2007 to 59% in 2011.</p> <p>Historic gap data are not provided for some high-needs subgroups. However, the data presented suggests that the gap has not significantly closed across those years for some high needs subgroups. On the FCAT-Reading, the gap between ELL students and the total population increased from 18% in 2007 to 19% in 2011. And, for several other subgroups, the closure was miniscule. For example, on the FCAT-reading for students with disabilities and the total population the gap changed from 25% in 2007 to 24% in 2011. And, on the FCAT-math, the gap between the total population and the economically disadvantaged subgroup increased from 12% in 2007 to 13% in 2011.</p> <p>The Applicant briefly described how a transformational model of school reform was implemented in three persistently low performing schools; however, there was insufficient detail to determine how the various subgroups were doing in these schools.</p> <p>Student performance data are available to teachers, students, and parents via the Virtual Counselor. Teachers and students also have access to the students' online Learning Management System.</p> <p>Overall, this places Broward County Schools towards the high end of the middle range. The Applicant provides many examples of achievement gains—however most of the gains are relatively small and there are only small decreases in the gap for some subgroups.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>Broward County Public Schools has high transparency for LEA processes, practices, and investments, and indicates that it routinely disseminates “valid, standardized information that is readily available to stakeholders.” For example, Broward County Public Schools has developed processes for making expenditures and drawing funds that coordinate with relevant state and federal initiatives and policies, as well as District-wide strategic initiatives and requirements. The Applicant reports actual personnel salaries at all of the required levels.</p> <p>A strength of the application is that a full-time budget analyst will be hired to help ensure that appropriate practices and procedures are followed.</p> <p>Overall, this places Broward County Schools at the top of the high level.</p>		
(B)(3) State context for implementation (10 points)	10	8
<p>(B)(3) Reviewer Comments:</p> <p>The applicant described a number of state regulations and policies that will support digital learning (for example, Florida House Bill 7059-Acceleration Options for Public Schools and Florida House Bill 5101 established the Digital Instructional Materials Work Group) which indicate that the state context will be conducive to the implementation of personalized learning environments.</p> <p>However, there is also a need for scheduling flexibility and for teachers to organize their work in new ways. Information was not provided about policies that would provide sufficient autonomy to implement personalized learning environments. The state may have provided sufficient flexibility via the Race to the Top-State funding and the Flexibility Waivers, but details were not included in the application. Overall, this places Broward County Public Schools at the bottom of the high range.</p>		
(B)(4) Stakeholder engagement and support (10 points)	10	5
<p>(B)(4) Reviewer Comments:</p> <p>The Broward County Public Schools includes strong letters of support from the principals of the schools that will participate in the study.</p>		

This provides evidence of support for this application.

The Applicant does not adequately explain how students and families were meaningfully engaged in the development of the proposal. There were minimal efforts to engage parents beyond open public access to school board meetings/board workshops which were also broadcast live and on-demand. The Applicant provides no details--beyond stating that "School Board members and public comments were recorded and considered when developing the application" regarding specific details about how the proposal was (or was not) revised based upon any parent feedback.

The letter of support from the Broward Teachers Union is relatively weak, and would have been stronger if it had been signed by the president rather than by the administrator.

Overall, this places Broward County Public Schools toward the middle of the mid-range.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

A strength of Broward County Public Schools application is that in addition to the use of performance, gap, graduation rate, and college enrollment data, social/emotional climate of the participating schools were considered as part of the needs assessment.

Another strength of the application is that the Applicant identified gaps in infrastructure that might affect the implementation of personalized learning environments. For example, the needs assessment found that three of the twelve participating schools currently do not have wireless capacity to implement the model and that all of the schools will require some upgrade to network equipment. The Applicant provided strong evidence that there is a low student to laptop ratio in participating schools, and that many of those laptops are old and out of warranty. Overall this places Broward County Public Schools at the top of the high range.

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	15
(C)(1) Reviewer Comments:		
<p>Broward County Public Schools describes a sound process of transferring the responsibility for learning from the teacher to the student which has the potential to improve learning and teaching. The timelines and activities are reasonable. A strength of the application is the use of a Learner Profile, aligned to student learning preferences and interests, that will be used to drive recommendations and is designed to boost learning and persistence. It is also a strength that the results of the Learner Profile will be incorporated into a Learning Management System algorithm that is designed to recommend digital content for the students. Each student will have unique experiences based upon learning levels, interest, and needs, or the Student Learning Matrix (SLM).</p> <p>However, the Applicant does not seem to be fully aware of the complexity involved in developing all of the components and algorithms--and does not adequately explain how it will be done. For example, the Applicant indicates that it plans to build a learning management system and a student learning matrix to cover all of the Grade Level Expectations/Course Level Expectations. Apparently the district does not currently have a student learning matrix based on the Common Core State Standards (CCSS). The learning management system will not be able to facilitate appropriate personalized learning environments until the district aligns the curriculum to standards (i.e., develops a current, appropriate, and high-quality student learning matrix). This is a very large task since it needs to be done for different content levels and grade levels. It is a concern that the applicant only provides vague information about how the content will be aligned. For example, the Applicant indicates that Broward College will be contracted to backward map from college courses the content and skills that must be mastered—however there was no letter included from Broward College. (The Applicant does include Broward College at 20 people@ \$20 /hr. in the budget, but 400 hours at this low rate is totally inadequate to complete this very ambitious task.)</p> <p>A strength of this proposal is the development of a model which will allow for individualized instruction and support to be provided in the general education classroom for students with IEPs.</p> <p>Overall, this places Broward County Public Schools at the low end of the high range.</p>		
(C)(2) Teaching and Leading (20 points)	20	20

(C)(2) Reviewer Comments:

Broward County Public Schools has a high quality plan for improving teaching and learning. All participating educators will engage in training that will support the implementation of personalized instruction. It is a strength that the training will be given in phases. Within the first 90 days of grant receipt there will be orientation for all school staff. In Phase 1, there will be district-supported professional

development. Phase 2 will roll-out district-supported school-based professional learning communities. And, in Phase 3 district-supported Communities of Practice (CoPs) will be implemented school-wide and to non-grant participating schools.

The use of District-supported CoPs is an appropriate way for educators to build capacity. It also is a strength that teachers will be provided with support that will help them learn how to adapt content and instruction. Students do much better in schools where the adults collective take responsibility for the learning of all students, so it is a strength that apparently all teachers (general, special education, ELL) will get training on how to adapt content and instruction based on students' social and emotional needs, including the needs of students with IEPs and ELLs.

A strength of the application is that Broward County Public Schools' plan appropriately includes the frequent measurement of student progress using teacher-designed formative assessment.

Another strength is that the Applicant has a Teacher Evaluation System in place that will provide frequent feedback that can be used to improve individual and collective instruction.

The applicant has a high-quality plan for increasing the number of students who receive instruction from effective and highly effective teachers which includes recruitment, pay incentive, and professional development components. For example, the plan addresses the recruitment of teachers for hard-to-staff subject areas; pay incentives for teachers and leaders who receive an Effective or Highly Effective rating on the overall score of the performance evaluation and complete the phases of the personalized learning plan successfully, and the use of teacher release time for professional learning and planning.

Overall this places Broward County Public Schools at the top of the high range.

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	11
<p>(D)(1) Reviewer Comments:</p> <p>Broward County Public Schools has a number of policies (Standards of Student Service, School Accountability and Improvement, Student Progression Plan, and School and District Technology) in place that will help facilitate the implementation of personalized learning. For example, Standards of Student Services (Policy 5312) sets expectations for a personalized, integrated, and culturally sensitive support system for students and their families that organizes and utilizes internal and external services that focus on student achievement and overall personal growth.</p> <p>The proposal also indicates that "...schools will be given as much flexibility as practicable to implement effective teaching and operational methods within the standards established by the Board and Superintendents." However, it is unclear what is meant by "as much flexibility as practicable" and whether the leadership teams in the participating schools will have sufficient autonomy over factors such as school schedules and calendars, school personnel decisions and staffing, and the responsibilities of educators and noneducators to fully implement the proposed plan.</p> <p>The applicant does not adequately describe how resources and instructional practices will be made accessible to all students, including students with disabilities. For example, no information is provided about how the resources and instructional practices will be made fully accessible for student with significant cognitive disabilities.</p> <p>Overall, this places Broward County Public Schools at the high end of the middle range.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	7
<p>(D)(2) Reviewer Comments:</p> <p>Broward County Public Schools has an adequate and appropriate infrastructure that will support personalized learning. For example, the Applicant proposes to provide a mobile device to all students to ensure that all students have equal access.</p> <p>The Applicant describes an adequate plan for online support through the use of the district's Education Technology Services Department.</p> <p>However, it was ambiguous as to whether the information technology systems will allow students and parents to export their information in an open data format and whether the LEA/schools use interoperable data systems.</p> <p>Overall this places Broward County Schools at the high end of the middle range.</p>		

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<p>(E)(1) Reviewer Comments:</p> <p>Broward County Public Schools provides a high quality plan for continuous improvement. The Applicant describes a sound seven-step process (needs assessment, define outcomes indicators, rank school using scorecard rating tool, data analysis and target setting, school improvement plan, implementation, monitoring and adjustment) that will be used to help ensure continuous improvement.</p> <p>Eighteen relevant and appropriate performance indicators have also been established for this project that have the potential to provide rich data that can be used to get timely and regular feedback toward project goals—and allow the opportunity for ongoing corrections. It is a strength that stakeholder input helped the Applicant determine which indicators to include.</p> <p>Overall this places Broward County Public Schools at the top of the high range.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>Broward County Public Schools provided an appropriate, high-quality, detailed plan for ongoing communication and engagement with internal and external stakeholders. It included a detailed matrix that identified 12 things that it plans to do to communicate with stakeholders and encourage engagement. The matrix indicates the target audience for each item, its purpose, and when/ frequency. For example, one item on the matrix is regular status reports that will be made available to all stakeholders. Overall this places Broward County Public Schools at the top of the high range.</p>		
(E)(3) Performance measures (5 points)	5	4
<p>(E)(3) Reviewer Comments:</p> <p>Broward County Public Schools identified 18 performance measures. Appropriate and high-quality rationales were included for the measures. The targets are appropriate, and are ambitious yet achievable. A strength is that the measures include both performance and participation measures disaggregated by subgroup. Information is not provided about how the Applicant plans to review and improve the measures over time. Overall this places the applicant at the low end of the high range.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>Broward County Public Schools provides detailed information about how the effectiveness of investments for the Race to the Top-District activities will be evaluated. The evaluation design is appropriate and is based on the Context, Input, Process, and Product (CIPP) model. Both formative and summative evaluations will be conducted. It is a strength that Broward County Public Schools has identified responsible parties in the application. It is also a strength that a comprehensive matrix that describes the research questions, data that will be collected, method of assessing progress, etc. was included in the application. Overall, this places Broward County Public Schools at the top of the high range.</p>		

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>The Broward County Public Schools provided a high-quality budget that includes a description of all of the funds. The budget is reasonable and sufficient. It is a strength that narratives, which include rationales for investments and priorities, are included for the overall budget and for the project-level budgets. Another strength is that it is possible to distinguish between one-time investments and recurring operational costs. Overall, the Applicant scores at the top of the high end for its budget.</p>		
(F)(2) Sustainability of project goals (10 points)	10	5
<p>(F)(2) Reviewer Comments:</p>		

The application includes elements of a high-quality plan to sustain project goals after the end of the grant period (strong leadership, effective implementation, online professional development, supporting policies). It also indicates that the district plans to hire a full-time grant coordinator who will develop a sustainability plan. For example, the application indicates that the grant coordinator will reach out to corporations, large foundations and State agencies for funding, and write grant proposals. The application would be stronger if the plan for ensuring adequate funding after the grant period was more fully developed and had included a budget for after the end of the grant. Overall, this places Broward County Public Schools at the middle of the mid-range.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	8
Competitive Preference Priority Reviewer Comments:		
<p>Broward County Public Schools proposes to integrate public and private resources in a partnership designed to augment the schools’ resources. The Applicant provides a letter from the School Board of Broward County which indicates that the district has agreements with 21 Community Behavioral Health Partners. There is a history of sustainability of this partnership, since that letter indicates that these agreements have been in place for over 20 years. However, there is little evidence that continuing this partnership with all 21 historic partners is the most coherent way to move forward. For example, based on the information in the application, it was unclear if the individual partners of the Community Behavioral Health Partnership had been involved in the development of this proposal.</p> <p>Broward County Public Schools adequately describes how the various activities and data (CHAMPS school wide behavior management system, response to intervention (RTI) process, link to Behavioral And Academic Support Information System (BASIS), etc.) will create a decision-making process and infrastructure that will support improved results.</p> <p>Overall this places Broward County Public Schools at the low end of the high range.</p>		

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
Absolute Priority 1 Reviewer Comments:		
<p>The Broward County Public Schools application coherently and comprehensively addressed how it will build on the core education assurance areas to create learning environments that are designed to significantly improve learning and teaching. The Applicant met Absolute Priority 1. Each of the core educational assurance areas are addressed at some point in the application.</p> <p>The Applicant articulated a vision which guided the development of a comprehensive and coherent plan. The proposed plan has some limitations as described in this review, but overall it is a very high-quality plan.</p>		

Total	210	170
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Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	15
Optional Budget Supplement Reviewer Comments:		
<p>Broward County Public Schools application included an optional budget supplement for College Access for Strategic Employment (CASE) Academies. An appropriate rationale was included which describes how the objective of this program is to successfully coach targeted students, motivating them to meet graduation requirement and be streamlined into post-secondary academic and/or employment opportunities. A high-quality plan is included that has the potential to improve the graduation rate and post-secondary outcomes for the targeted population (economically disadvantaged youth). The proposed budget is appropriate for the described activities. Overall, this places Broward County</p>		

Public Schools at the top of the high range.		
Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p>Broward County Public Schools application included an optional budget supplement for Empowering Personalized Learning (ePL) . The Applicant adequately described how a combination of personally-owned and school-owned digital devices would put digital learning devices into the hands of each student. A strong research-based rationale were included for the ePL proposed activities. The targeted population was appropriate (Grade 6 in year 1, with Grade 7 added in Year 2, and Grade 3 added in Year 3). The proposed budget is appropriate for the described activities. Overall, this places Broward County Public Schools at the top of the high range.</p>		
Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p>Broward County Public Schools application included an optional budget supplement for STEM and Physical Activity Reshaping Kids (SPARK). The Applicant adequately described how a sensor-based data collection device would be used to collect physical activity data for participating middle school students. The students participating in the SPARK program would learn STEM concepts through active, developmentally appropriate activities that will motivate and engage them. A convincing research-based rationale was included. The proposed budget is appropriate for the described activities. Overall, this places Broward County Public Schools at the top of the high range.</p>		
Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p>The Broward County Public Schools application included an optional budget supplement for single gender classrooms. The Applicant proposes to explore the option of single gender classrooms to see how it affects student outcomes. A research-based rationale was provided which suggests that some students may perform better in single gender classrooms. A high-quality plan for creating a few single gender classrooms in year 1 (with the possibility of creating additional ones in future years depending upon what the data show) is included in the application. The proposed budget is appropriate for the described activities. Overall, this places Broward County Public Schools at the top of the high range.</p>		
Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p>The Broward County Public Schools application included the optional budget supplement to personalize learning in STEM using a “gamified” curriculum. A research-based rationale was included which suggests that an inquiry-based integrated applied STEM curriculum that focuses on problem-solving and is gamified has the potential to improve student learning. The proposed budget is appropriate for the described activities. Overall, this places Broward County Public Schools at the top of the high range.</p>		



## Race to the Top - District

### Technical Review Form

Application #0906FL-2 for The School Board of Broward County, Florida

#### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>(A) (1) The LEAs reform plan, called Personalized Learning for Equity of Outcomes (PLEO) builds on four core assurances that are already</p>		

in progress to create personalized learning environments for all students in its schools and other initiatives to prepare students to succeed in college and the workplace:

- 1) Adopt College and Career-ready standards: The LEA has adopted the Common core Standards in grades K-12 in 2010-2011. The LEA plans to integrate the 21st Century Skills into classrooms. which will change how teachers teach and students learn.
- 2) Data Systems that Measure students' Growth and Success: The LEA has several data systems it plans to expand: a) Virtual Counselor is designed by teachers to interact with students and parents, and s used to analyze student progress through the analysis of student level data for attendance, discipline, grades, credit accumulation, and student survey results to provide early warning indicators of a student's risk of educational failure; b) Behavioral and Academic Support Information System (BASIS), which is a behavioral and guidance system with a set of the 21 District defined risk indicators that is used to develop digital student support plans linked to District and community services; c) Broward Enterprise Education Portal (BEEP), which is the instructional and curriculum portal; d) Pinnacle, which is an electronic guide grade book system; and e) SAP, which is a human resource system linking compensation and professional development to student performance. All of these will be linked through the RTTD fund grant. Together, the 5 systems will provide data-driven information to teachers, principals, and administrators for instructional decision making and the lessons, strategies, and interventions to meet the learning needs of students. The LEAs system is enhanced with data on Pre-K and post-secondary linked through the state's longitudinal system.
- 3) Recruiting, developing, rewarding, and retaining effective teachers and principals: Under state legislation there is a focus on school district evaluation and compensation systems: a) Teacher Evaluation System (competency based and value added model); b) Administrator Evaluation System (BASA), based on observation and evidence about school leadership; c) Superintendent Evaluation System--it will be tied to student performance indicators that are part of the district's strategic plan.
- 4) Turning around lowest-achieving schools: for its lowest achieving schools (2 elementary and one hs), the LEA developed a framework for school turnaround and has implemented the transformation model at these school levels.

The applicant has done an excellent job in articulating a comprehensive and coherent reform vision that builds on four assurance areas. One of the strengths of the vision is that the district already has in place many of the components and will build on its success and make the modification to areas that were not as strong and/or create new areas to augment what has been accomplished in the district. The descriptions of the approach the district will take invoke confidence that the goals--accelerating student achievement, deepening student learning, and increasing equity through personalized learning venues and opportunities-- will be reached. The application presents solid information in the form of details for meeting the goals of the reform, in particular the descriptions pertaining to the data management systems it will use, and how it plans to turnaround its lowest achieving schools. Overall, the applicant has done a very good job in describing a comprehensive and coherent reform agenda for RTTD.

(A)(2) Applicant's approach to implementation (10 points)

10

10

(A)(2) Reviewer Comments:

- (A) (2)
- (a) Data were presented to a group of senior and executive level leaders to determine a pool of middle schools. The group considered principal leadership capacity for innovation to support transformative change, leadership of receiving high schools, culture and socio-political support of community, proportion of students eligible for free or reduced lunch with an emphasis on attracting a cross-section of schools, student achievement data, and student behavioral indicators. Eleven of the 42 public middle schools were identified and one special education center with middle school students. One special alternative center with middle school students was also selected. District leaders met with the principals of the schools and with the LEA's Teacher's Union and a workshop was held with the school board and the public.
  - (b) A list of the schools is provided in the application.
  - (c) Tables of the number of participating students, students from low-income families, participating students who are high-need, and participating educators are provided. The data in the table (School Demographics for participating middle schools) illustrate that for most middle schools (data are for grades 6-8 in all subjects combined) there is a relatively high percentage of students within each school who are from low income families. Similarly, there is a relatively high percentage of students within each middle school who are considered high need students. There is some variability across the middle schools, however, overall 60% of the school population for each participating school is from low-income families.
- The applicant has provided complete information about its approach to implementation of its planned reform. The process the district used to select its schools and participants engaged key stakeholders (the process was transparent and clearly articulated), resulting in confidence that it will be targeting its reform activities to the groups most in need. The process was very impressive because the approach was not dictated from the top, but rather involved district leaders conferring with principals to determine their interest and level of commitment to engage in RTTD and the accompanying vision for middle school reform. The resulting list of schools and the number of participants are from low-income families and are high-need students.



(A)(3) LEA-wide reform & change (10 points)	10	8
<p>(A)(3) Reviewer Comments:</p> <p>(A) (3) The LEA has been actively engaged in school level reform and over the last 6 months has involved educators, education experts, and parents, as well as the Teachers Union, non-profits, corporations, and civic groups to create a strategic plan for the District. The key focus is the overall goals of high school readiness and closing the achievement gap. Collective recommendations from the meetings with the groups called for personalized/individualized/differentiated learning, integration of technology, rigorous curriculum, and relevant skills and trades. The LEAs Logic Model includes the three components: transferring responsibility for learning from the teacher to the student, 2) supporting teachers and school leaders in implementation of personalized instruction, and 3) reengineering middle schools for 21st Century learning to improve student outcomes. The district will use the information from the initial effort to scale up the effort to include additional middle schools and then begin replication at the high school level. The district will begin its scale up process by evaluating and documenting the successful components of the project, assessing needs, available resources, potential partners and potential barriers at the 30 middle schools, and develop a plan for implementation (activities, management, monitoring and evaluation, training, technical assistance, and sustainability. Policies will be put in place that support the scale up effort.</p> <p>This section communicates how the district's plan will be scaled up and translated into meaningful reform. The key focus is tied to the LEA's goals of high school readiness and closing the achievement. The logic model did not include sufficient information about inputs and outputs and thus was considered a weakness. Nevertheless, it is clear from what is presented in this section that the district has given a lot of thought to how it plans to achieve its goals. Additional detailed information in a logic model would have strengthened this section as it would have been possible to view the inputs and outputs and how they were all tied together. The applicant describes how it will scale up and replicate its work in the narrative.</p>		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	8
<p>(A)(4) Reviewer Comments:</p> <p>(A) (4) The LEA has identified specific goals in each of the areas that are ambitious and will yield significant change. Schools that have implemented similar personalized learning initiative around the country have demonstrated a 4 to 5 point change per school year on their assessments. The reform initiative is targeted in the four areas identified below.</p> <p>(a) Performance on summative assessments: 77% proficiency in grades 6-8 in reading, 78% in math, and 73% in 6-8 grades science by 2016 on the state test or the Partnership for Assessment of readiness for College and Career Test. This must be an average because the data (baseline and goals) illustrate there is variability of expected change for different sub-groups. (It is not clear what caused the dip from 2010-11 to 2011-12 for some sub-groups in some middle schools and how that will be rectified to ensure that stated expected progress will be achieved for each group over the duration of the grant.)</p> <p>(b) Decreasing achievement gaps: racial achievement gaps will close: black/white by 16%, Hispanic/white by 9%, Free and Reduced Lunch/Non FRL by 18% on the state's test. The district has been closing its achievements gaps and this initiative will continue the progress that has been made, however this depends on the comparisons that are made and depends on the schools (there has been change for some schools, but not all, and the highest need student sub-groups show the greatest gaps).</p> <p>(c) Graduation rates: a graduation rate of 92% by 2016 and 96% by 2018 for the feeder high schools of middle schools in the programs. The first generation of of students fully engaged in the initiative will graduate from high school in 2018, after the grant period. These students will be followed after the grant ends. (The data for sub-groups illustrates what could be a challenge because some the graduation rates for some sub-groups attending some middle schools is quite low relative to the goal of 92%. For example, the data for Hispanic or Latino students at Fort Lauderdale is 72 for the 2011-12 school year. To go from this rate to the targeted goal of 92% in four years is ambitious, but may not be realistic.)</p> <p>(d) College enrollment: a college enrollment rate of 63% by 2016. This is an increase of 10% of the students in the district who do attend college after graduation. A special focus on college readiness, including integrating the Common Core Standards and the 21st century skills, as well as alignment with K-12 and college requirements are intended to ensure the increase in the number of students who enroll in college after graduation.</p> <p>The LEA has provided reasonable information that supports its vision for improvement in student learning and performance as demonstrated by ambitious yet achievable goals. The tables of data indicate a clear trajectory to increase achievement of most of the targeted sub-groups and to close the achievement gap between and across these sub-groups, increase graduation rates and prepare students for college enrollment. However, the information in the tables does not appear to be complete as not all sub-groups are identified. Sub-group data for ELL and SPED students are missing for high school graduation. As well, college enrollment data are not broken down by sub-groups.</p>		

B. Prior Record of Success and Conditions for Reform (45 total points)

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	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13
<p>(B)(1) Reviewer Comments:</p> <p>(B) (1) The district has shown consistent improvement, albeit at different rates for different groups of students, over the last four years in advancing student learning and achievement and increasing equity in teaching and learning. The LEA has been singled out for its progress in increasing student achievement for the last 9 years. Evidence exists from a number of sources for the progress made in increasing student achievement, reducing achievement gaps, and increasing graduation rates. Its success has resulted in recognition in reports and being selected as a finalist for the prestigious Broad Prize for Urban Education in 2008, 2009, and 2011. The Broad Foundation noted, for example, that achievement gaps between Hispanic and white students in math had been reduced at the elementary and middle school level in reading, as well as between black and white students in middle and high school in math and in elementary in reading. The LEA has shown improvement in student achievement on Florida's state test (FCAT). Almost every grade has shown significant improvements in reading, writing, mathematics, and science between 2006 and 2011.</p> <p>(a)/(b) The charts illustrate positive change from the 2006-07 school year to the 2010-2011 school year.</p> <p>The graduation rate has also increased and although some racial/ethnic groups still lag behind White students, there has been an increase in the overall rate and when some sub-groups are compared with one another, e.g., Hispanic with Black, the racial gap is quite small.</p> <p>(c) Local and state data are available to students, parents, and teachers via the Virtual Counselor data system. Individuals can view the data and teachers in particular can use the information to monitor student progress by reviewing predictive data, formative data, and outcome data and use the information to plan their curriculum to meet requirements and maximize student achievement. Teachers can use the data to adapt student learning plans as students progress.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>(B) (2) A strength of the application is that the LEA has engaged in a high level of transparency and this is evident from the way information for this section is presented. The LEA will routinely disseminate information to all its stakeholders. A rigorous financial budgeting process is conducted at each school that reviews FTE, staffing requirements, and operation funding requirements. Each school's expenditures are available to all stakeholders. Total expenditure data based on student enrollment for 2011-12 for each of the participating schools are reported in a chart in the application. District financial management procedures and processes are made available to the public and serve as a guide on common financial procedures for District and school financial staff.</p> <p>For state, federal, and other grant funding, the District utilizes a grants examination review process to review and approve use of funding to ensure it meets its grant and strategic requirements. Information about the process is available to interested parties.</p> <p>An indicator of the transparency at the district level is that Information is provided in the application that pertains to personnel salaries at the school level, including personnel salaries for instructional staff, personnel salaries for teachers, and non-personnel expenditures.</p> <p>The Appendices include specific information (under operating costs) about the <u>per full-time equivalent student for each of the categories</u>. Data are for the 2010-2011 school year.</p> <p>Overall, the LEA is commended for the clear information it has provided for each of the required levels.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>(B) (3) Several major pieces of FL legislation are providing the framework (<u>and autonomy</u>) to implement specific changes needed to prepare students to enter college or careers that meet the needs of a global economy or social world. Recent legislation is either new or expands on previous legislation to implement reform efforts across the state.</p> <p>1) FL Statute 1002.321/FL House Bill 7063--Digital Learning Now Act--states that students will have access to high quality digital learning environments that provides access to digital content and online courses, education that customized to the needs of the students using digital content, the infrastructure that supports digital learning and the use of funding as an incentive for performance, options, and innovations. The Act expands digital learning options for students in public schools, the FL virtual school, and charter virtual schools</p> <p>2) FL Statute 1003.428 states that each student must graduate from high school having taken at least one online course.</p> <p>3) FL House Bill 7059--Acceleration Options in Pubic Education. It provides for Academically Challenging Curriculum to Enhance Education (ACCEL) and is designed to encourage and increase options for students to graduate early from high school. It addresses career</p>		

education and dual enrollment programs. Acceleration must begin as early as kindergarten and extend through grade 12. Options available include whole grade or midyear promotion, virtual learning, enrichment programs, advanced academic courses, self-paced instruction, STEM coursework, flexible grouping and combining classes.

4) FL Statute 1006.29 redefined instructional materials to include: electronic content, electronic media, computer courseware or software. Beginning in 2015-16 all adopted instructional materials for students in grades K-12 must be provided in electronic format.

5) FL House Bill 5101 established the Digital Instructional Materials work Group to ensure that FL's school districts would be ready for the digital instructional material requirements.

6) FL Statute 1006.282 calls for pilot programs in FL school districts for the transition to electronic and digital instructional materials.

Each of the laws and statutes support and extend the vision of the LEA's proposed reform effort. The LEAs RTTD project requires major shifts in the practices and process of educating students and preparing them to be academically successful. The FL legislature provided the impetus for this to occur at the LEA level.

(B)(4) Stakeholder engagement and support (10 points)

10

9

(B)(4) Reviewer Comments:

(B) (4)

(a)(i): The district draws broad support from a large constituency from within and outside the district--stakeholders that include educational professionals, community organizations, the business community, and political officials. The proposed reform effort is a collaboration among these stakeholder groups. The process began with the Superintendent's listening tours that begin in the Fall of 2011, which gave the district insight into what the community, parents, and students wanted as part of the reform plan. Information was collected across all constituency groups.

At the district level there has been a longstanding commitment to providing mechanisms for teacher and principal involvement in the development of programs and policies. The teachers' union has been actively engaged in the process (planning sessions to assess student and teacher data, developing vision, determining resources and potential partnerships, and selecting schools that have the capacity for leadership, community support, and a need for implementation) and fully supports the reform effort (letter provided in application). However, evidence is missing that shows teacher commitment at each targeted/participating school.

Throughout the planning process the District engaged school leaders in participating schools in intensive and productive sessions to gain their buy-in and commitment to the project. Discussions were used to define personalized learning within each school, discuss and identify resources that were needed, and to set goals and performance measures for the project. Letters from 12 administrators (representing not all of the administrators of targeted schools) expressing his/her commitment are included in the Appendix.

(b) In early October 2012 District staff presented the overview of the District's application to the School Board and general public. All School Board meetings are televised throughout the tri-county area and available via the BECON "On Demand" video service to any interested party inside and outside of the district. To further engage the community the District will establish a Districtwide Personalized Learning Environment Steering Committee to guide and advise implementation at the schools. Members of the committee will include principals, K-12 teachers, district personnel, representatives from the teachers' union and BPAA, community partners, and parents. The District has enlisted community partners to provide support for the program. There are Letters of support from 7 Mayors and one Letter from the City Commissioner, but not from parent organizations, advocacy groups, community-based organizations, or institutions of higher education.

In sum, there is evidence of active involvement of many different groups in the development of the project, but support from stakeholder groups as evidenced by Letters is weak.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

(B) (5) The District recognizes that there are gaps between sub-groups and has through analysis of data identified where they exist and has put in place a plan with goals for reducing the gap. Proficiency scores as evidenced in summative achievement tests has identified key areas--math, reading, science--where proficiency is low and where the greatest gaps exist. The District realizes that in order to meet the needs of its diverse student population it must provide a more personalized, rigorous, collaborative learning environment that is more learner-centered in which responsibility of learning is transferred from teacher to learner. The proposed model will provide students with an online learning environment and learner profile, a competency-based matrix to guide the personalized learning experience.

The District recognized that there are contributing factors to achievement and examined learning support data (students' behavior across several indicators (suspension rate, attendance rate, mobility rate, truancy rate, overage for grade rate, and specific data from customer surveys [safe and respectful climate, student support, academic challenge, and social and emotional learning] for each middle school for 2009, 2010, and 2011. They also looked at grades of F for each grade and year and student technology use for 2010. Using these data to

identify needs and gaps, individual plans were developed for each school that includes measure for building the social and emotional skills of students. The District also created a comprehensive system of support through the Response to intervention process and behavior.

The District will provide teachers and school leaders with the tools, time, and professional development needed to be effective in the new learning environment, and will recruit effective/highly effective teachers/leaders to support other teachers/leaders in the schools.

The District recognizes gaps in the infrastructure and has identified where there are, for example, technological needs that must be rectified to implement its plan. Through the project the District will fill its gaps in infrastructure by ensuring that all schools have the capacity to implement the model, and will revise its policies to allow for a personalized learning environment that prepares students for high school and beyond.

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	20

### (C)(1) Reviewer Comments:

(C) (1) The District's Learning approach will be framed using the six critical attributes for Next Generation Learning: Planning for Personalized Learning, Performance-based Learning, Authentic Student Voice, Comprehensive System of Supports, World class Knowledge and Skills, and Anytime, Everywhere Opportunities.

The LEA designed its response to *Learning* around its goal: To transfer responsibility of learning from the teacher to the student. There are four project objectives and within each objective there are specific deliverables. The deliverables identify what will be accomplished during each of the four years of the grant to meet each objective. Responsible persons for ensuring that the work is completed are identified for each deliverable. The deliverables identify the activities that will be completed and the individuals responsible for overseeing the work.

The Activities (that result in deliverables) will take place over the four year period and reflect a phase in process and include professional development and training and communication to all stakeholders about the status of activities and where data are collected, sharing of information.

The chart in the Appendix describes by Objective the deliverables, activities, and responsible parties.

#### Overview

#### Timeline

Implementation of a technology supported, 21st Century, personalized learning environment will be phased in by core content area in years 1 and 2, extending to elective courses in year 3, and resulting in comprehensive reengineering of the school day in year 4. By year 3 all teachers with each school will be engaged in a student-centered, personalized learning experience for students with some schools venturing into significant schedule and structural changes, and all schools making those changes by the final grant year.

#### Activities

The Activities the LEA has designed under Learning meet each of the criteria.

Transferring responsibility from teacher to student will be done in stages. Stage 1 includes teacher identification of students' strengths, weaknesses, learning preferences and interests and providing opportunities for students to gather information, learner content, master standards, and interact with peers in a technology supported environment, empowering teachers to use a wide range of resources to develop their lessons and provide different lessons to students based on their individual needs and interests, skills, and knowledge and supported by technology, providing teachers with a variety of formative and summative assessments for students, and introducing competency-based opportunities. Stage 2 involves teachers and students partnering and collaborating to design and administer individual learning maps, formative and summative assessments aligned to students learning styles and interests, and continuing the transition to competency based learning. Stage 3 involves encouraging, supporting, and motivating students to design their own challenging learning experiences so that teacher becomes more and more a coach in the learning process, students' sharing information with their peers and parents.

All students will at the beginning of the Project complete interest and learning style surveys, as well as pre and post assessments in social, emotional, and intellectual skills that will be used to create a digital personalized approach called a Learner profile. The Profile will be a comprehensive student profile that will drive recommendations to boost learning. It will include all data collected by the District to include achievement data, IEP data where necessary, a motivational profile, narrative descriptions of student assets and challenges, student goal statements, college/career readiness indicators. Regular student-led conferences with teachers will examine the data. Teachers will utilize the information on the profile to determine instructional strategies for each child to meet the high quality goals of the project. The results of the Profile will also be incorporated in a Learning Management System algorithm that will recommend digital content for student learning. Teachers will use the Profiles to develop deep learning experiences for every student based on student interest and ensuring that students

understand what it means to be "College and Career Ready." To engage students in directing and owning their individual learning and shaping the nature of the education experience, teachers will incorporate authentic learning experiences for students that will allow them to discover and develop concepts and relationships that have a real world connection and that is relevant to them. Instruction will be tailored to meet the unique needs of each student while ensuring that students are exposed to diverse cultures, contexts, and perspectives that will motivate their learning.

To ensure that the needs of all students are met, learning activities will be student-centered that will allow students to progress from concrete learning to conceptual thinking. Students will be able to work individually, in pairs, or in collaborating teams in person or virtually. Student products will be mastery-based.

To further advance the instruction for participating students, students will engage in career exploration. The District has partnered with Junior Achievement in a curriculum that provides an experiential component that is problem-based. To personalize the experiences at the school level, schools will incorporate their individual school themes into the learning experiences. The District will also provide and/or increase the number of rigorous and relevant career-themed courses at the middle schools that articulate to post-secondary-level coursework and lead to industry certification.

Teachers will develop a personalized learning environment that is relevant to and reflective of their students' social, cultural and linguistic experiences to meet the needs of all students. This includes incorporating students' backgrounds and using various teaching strategies to bridge cultural differences and expand the awareness of students to the diversity among students.

To meet the needs of special student populations, the District will expand opportunities to participate in the general education curriculum. Using a Support Facilitation model, teachers will be able to provide individualized instruction and support within the general education classroom for special needs students instead of pulling them out.

The Comprehensive System of Supports addresses physical, social, emotional, and cognitive development along a continuum of services that is based on seven skills found necessary for every child to reach his or her potential in school, the workforce, and in life. Because it is skill based, teachers will be able through assessment to hone in on specific skill sets where remediation and further assistance is needed to meet project goals.

Parent development sessions will be offered to teach parents to connect to student interests to careers and academic learning as well as to provide networking with other parents and educators with similar interests. Parents will be offered a Parent PLE University where the District will offer workshops for parents in helping their student's set goals, for utilizing the digital resources, for helping their student remain motivated and engaged in the process, and for utilizing systems such as digital planners where students can view student assignments so they can support and assist their child when needed.

To ensure that students acquire world-class knowledge and skills to use beyond grade 12, Broward College, a program partner, will be contracted to backward map from college courses the content and skills standards that must be mastered to maximize success at subsequent grade levels leading to post-secondary readiness.

The District reform initiative emphasizes performance-based learning. Students and teachers will utilize the District's Learning Management System to tailor the core middle school curriculum to student interests and learning styles. It is this deep level of differentiation that will make the initiative's personalized learning powerful to propel student achievement beyond expectations and significantly close the achievement. The online Learning Management System will enable students to become self-directed. The System offers embedded ongoing and regular feedback including frequently updated individual and class level student data. Teachers will use technology tools to facilitate formative assessments to drive instruction.

All students in the participating middle schools will be equipped with mobile devices that have 24/7 Internet capabilities. The mobile devices will include digital versions of the district adopted textbooks as well as vetted digital resources. The model is designed to accommodate the needs of all special student populations. It allows for accommodations, modifications, and differentiated instruction to meet the needs of all students. All students will be provided with digital literacy and citizenship training.

The innovative approach to learning will be lead by four divisions: instruction and interventions, student support initiatives, special education and support, and early childhood education. To assist in the implementation, two behavioral specialists and two home-school liaisons will be hired to guide teachers and parents through the transformational method for delivering curriculum, the development of classroom management techniques including home as classroom, and assisting with integrating life skills into the general subject curriculum. Special education and Support will assist with the special needs population.

The plan the LEA describes is thoughtful and comprehensive in its description for improving learning and teaching that will enable students to master the skills and knowledge needed to graduate from high school and be "college ready." The LEA has done an outstanding job at describing how it will enact its plan. Its approach for teaching and learning describes a partnership between teachers and students on the one hand and between students, teachers, and the community including parents on the other hand, that will that support students as they engage in learning. Students will have access to different cultures through their learning environments and will be involved in activities that promote deep learning. In addition to building skills and knowledge in the academic content areas, students will develop skills such as goal setting, teamwork, critical thinking, communication, creativity, and problem-solving. A plus to their design is what the district calls "anytime,

everywhere opportunities" that will allow students to engage in personalized learning away from and not bound by a traditional brick and mortar classroom. It was evident in the descriptions of learning activities that students will acquire what is needed to progress from middle school to high school armed with the skills needed to succeed. Instruction will be individualized and support will be given to students on IEPs. The digitalized portfolio can be used to both guide and inform students (and their parents) of what students need to be doing as well as progress they are making. The timeline for implementation is reasonable for the activities that need to be put into place. Overall, the descriptions in this section, particularly the careful attention to detail resulted in a high score.

(C)(2) Teaching and Leading (20 points)

20

20

(C)(2) Reviewer Comments:

(C) (2) The District initiative provides an approach to teaching and learning that helps educators improve instruction and increase their capacity to support student progress toward meeting college and career-ready standards by enabling the full implementation of personalized learning and teaching for all students. Much of this was discussed in (C) (1).

The district is in the process of redeveloping its professional learning system to 1) align professional development to Common core Standards, 2) develop measurable outcomes and their associated performance indicators , 3) design professional learning activities aligned to measurable outcomes, and 4) analyze relevant teacher and student data to evaluate effectiveness of professional development programs.

The Timeline for the Activities to ensure 1, 2, 3, and 4 above includes the following phases:

- 1) Within the first 90 days of implementation, all school staff including instructional staff, administrators, school security monitors, school technology liaison, etc. will receive an orientation to the initiative. The teachers' union has agreed to collaborate with the District in leading the orientation.
- 2) During the Pre-Implementation Phase in spring/summer all participating educators beginning with science and mathematics teachers will be provided with an overview of the elements of the personalized learning environment. Educators will have time to collaborate using the new resources and assess their individual needs, utilizing school data and students data to establish a framework for teaching in a personalized learning environment .
- 3) Phase i: District Supported Professional Learning Modules: all educators and school leaders in participating schools will participate in a series of face to face, blended, and fully online learning experiences to build a strong foundation of the elements needed in a personalized learning environment. This will ensure that there is a unified voice and understanding of what personalized learning means in the initiative.
- 4) Phase 2: District-Supported School-based Learning Communities: during this phase all participating educators will continue to develop their expertise in sustained and focused professional learning communities (PLCs) at their school sites. Trained district instructional facilitators will be assigned to monitor and support school PLCs to ensure that PLCs are implemented with fidelity following the PDS protocols and standards that will be used to measure effectiveness.
- 5) Phase 3: District-Supported Communities of Practice at school and other district schools: during this phase teachers will continue to participate in school-based PLCs with minimal district support. They will enrich their learning through collaboration with other professional learning networks and other schools implementing PLEs. The first set of teachers who participated in all three phases and mastered the concepts will become teachers as facilitators of student learning as evidenced by classroom observations, student learning matrix development, and student achievement results. Teachers who demonstrate an effective or highly effective combined rating in their evaluation may become personalized Learning Facilitators for their peers at their schools as well as members of communities of practice with non-grant participating schools. They will also have opportunity to pursue a teacher-leadership career path. The District's goal is to build capacity among its educators so that scaling up and across schools and grade levels can occur.

#### Ongoing Individual Professional Learning

Under the pillar of Data System from the current RTT initiative the District plans to develop a teacher's learning profile that will eventually be part of the current dashboard to help each student create and track his or her own individualized professional development plan for effective professional learning. Professional development will be offered in face to face workshops and virtually anytime, anywhere, and everywhere.

#### Adapt Content and Instruction

Beginning with math and science teachers ongoing support will be provided on ways to create a personalized learning environment that empowers them to adapt content and standards-based instruction based on their students' academic needs, interests, and optimal learning approaches. The focus will be on helping teachers through the process of gathering initial student data from a diagnostic assessment of student needs, learning styles and interests combined with each student's performance on previous years' standardized assessments. These data will be used to determine where students are in relation to standards they need to master at their grade level as well as their personal learning preferences. Teachers will participate in learning modules that teach them to adapt content and instruction based on students' social and emotional needs, including the needs of Exceptional Students and ELLS. Teachers will receive ongoing support from the department of instruction and interventions as they implement content-related learning strategies for improving student achievement.

### Measuring Frequent Student Progress

Teachers will learn to design or select different forms of formative assessments to use with their students. Teachers will have regular teacher-parent-student conferences to deepened the personalized learning experience. The conferences will help guide the ongoing process of monitoring student progress. The conferences will teach parents and students how to track their own student learning as well as create specific measurable and attainable goals that are aligned to each student's individual needs based on assignments and assessment results.

Teachers will be trained and supported as they transition students to competency-based learning based on demonstration of mastery of learning standards. Teachers will learn how to select and use standards-based formative and summative assessments that are aligned with the state standards and the Common core Standards.

### Improving Teacher Practice

The District's Teacher Evaluation System, supported by the state and the current RTT grant, is to improve individual and collective teaching performance resulting in optimal student learning. School administrators will use the evaluation system to observe teachers and their students throughout the year and to give regular feedback and immediate feedback on specific indicators tied to the personalized learning environment. Using the information, administrators will be able to recommend where teachers may need additional professional learning opportunities provided at the district level. During observations administrators will focus on ensuring that all students are engaged in appropriate levels of rigor and relevance to lessons and concepts that are aligned with state standards and common core standards.

as added support for teachers, highly effective teachers and support staff at each participating school will be available to provide adequate and relevant coaching and mentoring support to classroom teachers who are in the beginning stages of implementing a blended learning environment.

### Access to Actionable Information

Under the current RTT grant, data systems will be enhanced to provide more user-friendly and transparent reporting of data to all stakeholders. The District's Behavioral and Academic Support Information System (BASIS) will provide additional student data needed to drive instruction and will include indicators such as students' behavior and guidance referrals, and demographic information. Along with academic history and assessment information, the system will help support informed decision-making that promotes high quality instruction to all students. Professional development will help provide teachers real time scenarios on how to plan instruction that best meets the needs of their students, including academic as well as emotional and social needs.

### High Quality learning Resources

The District offers teachers, administrators, students, and parents an online library of curricula and instructional resources through the District's BEEP portal system. As noted in earlier discussions, mobile technology will be purchased for all students, teachers, and administrators in participating schools to implement digital learning that extends beyond the classroom, ensuring access to learning resources everywhere and at anytime.

### School Leaders

To be able to fully and effectively implement personalized learning environments in the 12 selected schools, the District's plan is to develop school leaders as strong supporters of the personalized learning environments. School leaders will be provided with the same quality and extensive training as their teachers in order to enable them to support the needs of teachers and students at their respective schools. The plan for school leaders, including principals, school administrators, and other support staff is to participate in the same activities described earlier (under phases).

### High Quality Plan for increasing the number of students who receive instruction from effective and high-effective teachers and leaders.

The District's plan is to compensate teachers of hard to staff subject areas and to provide personal learning planning days for teachers and leaders, including personalized learning facilitators. The plan will include: 1) recruitment of teachers for hard to staff subject areas; 2) pay an incentive for teachers and leaders; 3) release time for professional learning and planning.

The professional development flow chart in the application illustrates graphically how professional development and training to reach the District's goals will be achieved.

In summary, a real strength of this application is that it describes a high quality plan for improving teaching and learning. The environment it plans for its students is personalized and will address the specific needs of students. It includes a trajectory of learning that will equip students with the needed skills and knowledge to graduate from high school and prepare them for college. A plus is its focus on educators. Often, reforms target students with preparing and sustaining teachers as an add-on. The district approaches support for teachers by involving them in training and professional development. Professional development will be aligned with the Common Core Standards, there will be measurable outcomes and associated performance indicators, and the teacher evaluation system will provide ongoing feedback that can be used to improve instruction. Teaching and learning for teachers and their students is synchronized where data from one supports and informs the other. (Although principals are an integral part of the reform agenda, it is not clear if there is a principal evaluation system that is part of the process.) As noted, a key strength of the reform is that teachers are not expected to learn on their own; ongoing professional development

and training in all aspects of the reform will be provided. The LEA has a plan in place for developing its teachers to assure that high quality instruction is provided to all students. The timeline for the activities is reasonable. Implementation will occur in phases.

## D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15

### (D)(1) Reviewer Comments:

The District has in place policies, procedures, and protocols that define the lines of authority that support the goals and mission of the reform initiative. A comprehensive set of standards guide the district and its schools. Written documents that articulate the standards include, among others, the Strategic plan, Organizational Chart which illustrates the organizational of central office for providing, delivering, and evaluating services/components of the initiative, School Board policies, Standard Practice Bulletins, Collective Bargaining Agreements, Budget Guidelines and District Research and Evaluation protocols. All standards involved stakeholder input from the community (parents and interest groups) and the schools (students, teachers, and school leaders).

#### School Board policies that support the reform initiative

1. Standards of Student Services: sets expectations for personalized, integrated, and culturally sensitive support systems for students and their families.
2. School Accountability and Improvement: provides comprehensive accountability system for schools for promoting students' achievements.
3. Student Progression Policy: established standards for quality instruction, delineated criteria for promotion, and provides equal educational opportunities to all students.
4. School and District Technology Usage Policy: provides guidance for appropriate technology utilization and integration into curriculum as well as infusion into schools.

#### District Structure

The district structure is designed to support student achievement. The District is organized into 10 central offices that support and provide services to all district schools. There are dedicated leadership and structures in place to ensure that the reform effort can be accomplished. A district administrative team consisting of Senior leadership members from across various departments will work in tandem to affect policies, practices and to develop new processes to support implementation fidelity of the project, including providing guidance, resources, and support to project management staff and participating schools. The organizational chart illustrates the district structure to support implementation of the project.

The District believes that individual school leaders are best equipped to understand the learning needs of their students. Schools will be organized around, and to focus on, the work of students. A project leadership team led by the school principal will be formed at each participating school to support implementation of the grant. The team will set goals, establish a work plan, commit to formative benchmarks and summative metrics and monitor school improvement plan progress on a weekly basis. All rules, regulations, roles, and work processes in the school will be designed to support and enhance teachers' ability to design quality-learning experiences for all students. All participating schools will be given flexibility to implement effective teaching and operational methods. Principals will be given latitude to manage budgets, procurement, hiring and firing, the configuration of the workforce, schedules, student affairs, extracurricular activities, and parent and community relations. When and where identified, additional training will be provided.

#### Student Learning

Student learning in the district reform model is student-driven, meaning that the student has more explicit control over designing and determining the curriculum. Learning opportunities will be tailored to the express learning interests and abilities of students. The District will provide all students with interactive and adaptive content that meets the needs of all students, including students with disabilities and students learning English as a second language. Teachers will have real time data on student progress and will be able to make necessary adjustments to ensure that students are able to master concepts before advancing to the next level. Students will be able to work at their own pace and will have multiple opportunities and approaches using different learning venues to demonstrate and achieve mastery of the material. The use of technology for a personalized learning environment will help guide students and teachers. High-quality instructional materials and the opportunity to work in different settings--individual, in flexible small groups, in collaborative groups across classrooms and subject areas--will enable all students, particularly special needs students, to progress at their own pace.

Full accommodations, modifications of environment, curriculum, and instruction for special needs students will be provided so that students can receive their education in the least restrictive environment. Programs for ESOL students to meet their needs in language, learning, academic achievement, and cultural integration will be designed to meet the standards set forth by the District so that students can receive



comparable instruction to non ESOL students.

Competency-based student progression for all students will allow them to progress at their own pace and in the manner that meets all of their needs. When instruction is individualized and tailored to meet each student's needs, all students will have opportunity to master skills. The flexibility allowed to teachers will enable them to create meaningful learning experiences and real world performance tasks and activities that will engage students in the learning process and allow them to show mastery in a variety of ways. In addition to the flexible curriculum students will participate in a variety of enrichment activities supported by community-based partnerships.

(D)(2) LEA and school infrastructure (10 points)

10

8

(D)(2) Reviewer Comments:

(D) (2)

Access to necessary content, tools, and learning resources

The proposed project promises to benefit all participating students, regardless of their geographic boundaries, background, or family social and economic status by providing access to technology to support learning. All participating students, teachers, administrators, and student support staff will be provided with electronic devices to support a progressive learning environment. The District will implement a system for phasing in usage that will permit students after a period of time to take home their mobile devices. The mobile device will facilitate personalized instruction and will enable learning to take place anywhere and at any time. Both classwork and homework can be completed using the mobile device. Both teachers and students will be empowered to use the technology collaboratively. Teachers will move along a continuum and will be encouraged and supported to explore new ways of teaching and learning that are more collaborative, interactive and inquiry based. All students will have access to a variety of tools and resources and opportunities for deep and engaged learning experiences.

Teaching and learning

The Learning Management System (LMS) is at the heart of the personalized learning environment. With access to targeted achievement data, educators can inform instruction and plan their curriculum to meet requirements and maximize student achievement. Educators can adapt student learning experiences to meet the needs of students. The LMS uses formative data to personalize instruction and learning. To facilitate the process, infrastructure improvements to increase and/or provide adequate wireless, high-speed broadband Internet access to all 12 schools is required. Funding from the RTTD grant will enable all participating schools to support a wireless community.

Virtual Learning Environment Infrastructure

The district robust data systems (BEEP, Virtual Counselor, BASIS, Pinnacle) and the electronic grade book system and SAP the human resources system will be fully integrated providing *all stakeholders* with information needed to make data driven decisions about strategies and interventions that correspond to the learning needs of all participants. The District Education Technology Services (ETS) Department will provide high-quality, hands-on and continuous technical support using various modalities to administrators, teachers, non-instructional staff and parents that maximize the power of digital technologies for learning through the implementation of the project. The training team will make sure that all stakeholders are fully trained in understanding and using the technology.

Changes in how teaching and learning are organized

The end goal of the personalized learning environment includes 1) banishment of grade levels and discrete subject class periods and 2) strong partnerships between teachers, students, parents, and the community to support personalized learning with rich resources and experiences that are available to students anywhere and at any time.

The Infrastructure team led by the Director of School Application with guidance and support from the PLEO project director will be responsible for providing ongoing leadership and support with the goal of re-engineering the 12 middle schools to support a personalized learning environment.

Note: (c) as pertains to parents was covered in previous sections and not explicitly in this section re their using technology to export their information in an open data format. This section did cover parents' use of data in electronic learning systems as they will have ready access to data in a variety of data systems and have the ability and opportunity to use it to assist their students.

In summary, the application meets nearly all of the requirements for this section. All intended participants of the reform will have access to necessary content, tools, and other learning resources both in and out of school. For example, everyone will be provided with electronic devices to support the learning environment. Over time the district will implement a system to ensure that all students have the devices and they will be able to take them home. This will allow students to complete their classwork and their homework. A strength is the partnership between teachers and students that has been mentioned elsewhere. Teachers will be able to communicate with students via their classwork and their homework by providing feedback. The mobile devices take teaching and learning to a new level by encouraging the district's "anytime, anywhere learning." Another strength is the infrastructure the district has in place to support this personalized learning. Formative data will be available and teachers can use it to develop individualized curriculum and instruction for students. The mobile devices will contain the curriculum and instruction. Student assessment will occur regularly which will result in continual changes in the personalized

learning environments. This augurs well for disbanding the whole notion of grade level learning. Replacing it will be personalized learning. As noted elsewhere in the application, the methods and resources students will have at their fingertips (quite literally!) to engage in learning will promote deeper learning for all students. The school level infrastructure supports this. Although it appears that parents and students would be able to export their information in an open data format and use the data in other electronic learning systems, this was not made explicit. Nor was the use of interoperable systems mentioned explicitly.

## E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15

### (E)(1) Reviewer Comments:

(E) (1) The District is developing an electronic performance management system that will allow the District and schools to communicate and engage stakeholders on multiple levels and in multiple formats in order to continuously focus on improving student achievement. The district's Strategy and Continuous Improvement Division will lead the process. Stakeholders will be able to review massive amounts of information in easy to read formats during and after the grant. Data will be used for scaling up efforts after the grant expires. Through the use of the District's electronic performance management (PM) system, the District's internal stakeholders will be able to measure teachers', students', administrators', schools', and District's performance. The system will include three types of indicators: Power Indicators, Essential Few Indicators, and Performance Measure Indicators. Each indicator has monitoring/access user groups.

1. Power Indicators will provide a view of the overall performance of the program and will measure the grant and school performances. Monitoring these indicators will be Superintendent and Senior Leadership Team members.

2. Essential Few Indicators will provide a more micro look at the performance of specific schools and the schools within the grant. Monitoring these indicators will be the Chief School Performance and Accountability Officer; Cadre Directors; School Principals; Executive Director of Instruction & Interventions; Executive Director of Special Education & Support; Executive Director of Student Support Initiatives.

3. Performance indicators will provide measures for the individual teacher, individual student, and class. Monitoring these indicators will be teachers; school support staff; and parents.

All three types of performance indicators will be available to internal stakeholders to get an overall view of the district's performance and progress in the project.

The project will follow a 7-step continuous improvement process. Each school will employ its own Student Advisory Council (SAC) to monitor progress and review leading indicators, outcome data, measures of conditions for learning and measures that assess quality of implementation. The SAC includes administrators, teachers, school partners, parents, and students that meet on a monthly basis.

Seven steps:

1. Conduct needs assessment

2 Define outcome indicators (see #4 below)

3. Rank school using scorecard rating tool

4. Data analysis and target setting (each school has set targets for 14 project performance measures that align with the state required objectives; the district will also set targets (N = 4) on specific indicators)

5. Develop school improvement plan (performance indicators are embedded in plan; results from data collected during implementation (#6) will be used to make adjustments #7)

6. Implementation

7. Monitoring and adjustment (each school, as well as district departments, will monitor and evaluate on a regular basis whether targets have been achieved; because PM system is automatically updated when data are entered into the system, monitoring can be done on a daily, weekly, or monthly basis)

The project director, along with the Strategic and Continuous Improvement Division, will schedule regular meetings with District and school staff to review the data and ranking. If targets have not been achieved, the school, with assistance from the District Department, will identify problems and take corrective action. Throughout the process of continuous improvement, timely and regular feedback on progress will be essential; the PM system will be updated daily making data relevant and current in the classroom and throughout the District. Students will follow a similar process of continuous improvement of student learning, facilitated by the teacher who will use the data to inform goal setting,

specific approaches to use with individual students, specific measures to use to document progress, instructional decisions, and when needed, changes in the learning plans for students. Student measures will be updated daily so that teachers will have data to inform their decisions on a daily basis. A performance system will be put in place to track the progress of students on both sets of standards--state and Common Goals.

All teachers will receive high-quality job-embedded professional development to implement the continuous improvement process. Teachers will also utilize additional planning time provided to review and discuss data with their teams.

### Pilot of System

The District will pilot components of the PLEO project during spring 2013 at one of its middle schools with 300 students. The pilot will test the mobile device, the Learner profile, the online Learning Management System and the performance management system. This will allow the district, stakeholders, teachers, and students to learn from the experience and refine the requirements for a large scale deployment. The pilot will allow student and teachers to interact with the resources and tools that support the new learning environment. The district will also measure the outcomes of the pilot in order to match them with the educational goals. The results will be used to adjust the district's implementation plan.

In summary, the district is proposing an impressive high quality continuous improvement plan that will follow a 7-step process that will ensure continuous improvement. A strength, in addition to the detailed steps in the plan, is that at the school level a Student Advisory Council (SAC) will monitor progress and review leading indicators, outcome data, measures of conditions for learning and measures that assess quality of implementation. Importantly, the SAC is comprised of key stakeholders: administrators, teachers, school partners, parents, and students that will meet on a monthly basis. Another strength is that teachers will receive job-embedded professional development to implement the continuous improvement process. Rigorous performance indicators have been established for the project; each provides important data that can be used to provide regular and ongoing feedback that will allow stakeholders to know if progress is being made toward reaching goals and when goals have been attained.

(E)(2) Ongoing communication and engagement (5 points)

5

5

### (E)(2) Reviewer Comments:

(E) (2) With the PLEO project the district will launch an ongoing Communication and Engagement Plan with internal and external stakeholders to ensure that all stakeholders have the opportunity for input and feedback in the planning and implementation phases. The plan calls for a community/districtwide approach that ensures not only methods for input and feedback, but also for involvement and engagement of stakeholders/partners and district staff at various levels in the project. The district will conduct regular team meetings with the project director, project coordinator and project managers to monitor progress. A districtwide PLE committee that includes the entire project implementation team, parents, student representatives, community representatives, and partners will meet regularly to discuss detailed plans and status of performance measures. At least once each year the District will conduct a full performance management audit/review to review status report, issues and risks, as well as to identify and communicate potential risk and issues that may affect the schedule, budget, or deliverables. Quarterly reviews of improvement plans and lessons learned will also be conducted. The project director will make presentations to special groups on a quarterly basis regarding the overall status of the project and highlight areas that need corrective action.

The following is a summary of the activities that illustrates the ongoing communication and engagement the district will be involved in: project kick-off, orientation meeting, status reports, team meetings, districtwide PLE committee meetings, funder/partner meetings, senior management meetings, performance management audit review, post project review, quarterly project review, presentation to special interests groups, presentation to general public.

In summary, the high quality plan proposed by the district includes strategies (activities) for ongoing communication and engagement with both internal and external stakeholders. The proposal identifies 12 activities the LEA will engage in to ensure that stakeholders within and outside the district are kept apprised of what is occurring and where needed improvements must be made. The proposal includes a table that identifies for each activity what it is, the intended audience, its purpose, when it will occur (including frequency within which it will occur). The plan is likely to succeed given what it will have in place to ensure continuous improvement.

(E)(3) Performance measures (5 points)

5

5

### (E)(3) Reviewer Comments:

(E) (3)

### Performance Measures (Grades 6-8)

The 18 performance indicators established for the PLEO projects were selected during brainstorming sessions of stakeholders. Based on their input, the District selected the 18 performance measures. For each of the 18 measures, the application provides the measure (e.g., the number and percentage of participating students, by sub-group, whose teacher of record and principal are highly effective), methodology/tool for measurement (e.g., the number and percent of students taught by a core academic teacher and whose principal ranks highly effective on the Teacher Value Added model or the Administrator Evaluator System), applicable population (e.g., all participating students), its rationale for

each measure (e.g., to determine if teachers are being highly effective in regards to students growth), population that will be measured (e.g., teachers at each school), and its purpose (e.g., measure will be used to increase the availability of staff each each school).

In summary, what makes this section strong and evidence of a high quality plan is that the measures identified by the district are both academic (subject area) and non academic (socio-emotional/behavioral) measures that have been broken down by subgroup (e.g., the number and percentage of participating students in each subgroup) and complete information is provided for each. The information is clear and it is complete. For each of the measures a rationale is provided for its inclusion. Baseline and target data are provided for four years and a post project year. The measures will provide important information to be used to evaluate the project's implementation and success.

(E)(4) Evaluating effectiveness of investments (5 points)	5	5
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#### (E)(4) Reviewer Comments:

(E) (4) The project has six student learning goals and each includes formative and summative evaluation activities. For each goal there is a Research Question, a performance measure, a method of data collection, a method for assessing progress, and the specific year(s) when evaluation activities will take place. The goals are identified below and following the goals is a description of the evaluation plan, oversight of the evaluation activities, the evaluation design, and how data will be analyzed.

#### Student Learning Goals

1. Transform classrooms into technology-supported, 21st century personalized environments.
2. Reading, mathematics, and science goals of performance status and growth by school and sub-group.
3. Reading, mathematics, and science goals of decreasing achievement gaps by school and sub-group.
4. Reading, mathematics, and science goals of graduation rates by schools/sub-groups
5. Reading, mathematics, and science goals of postsecondary enrollment rates by schools/subgroups
6. Accelerate student learning in participating middle schools without constraints of time, place, or grade level.

#### Evaluation plan

The assessment of progress toward program goals will be accomplished by weekly, monthly, and annual formative and summative evaluation techniques, which will focus on examining continuous quality improvement, fidelity of implementation, and progress at meeting overall program objectives. Monitoring reports will be produced monthly. Annual performance reports will be produced each year of the grant, with formative evaluation activities occurring in years 1 and 2, and formative and summative evaluation components being conducted in years 3 and 4.

#### Oversight

The project director will conduct weekly site visits to monitor program implementation, review lesson plans, observe daily activities, and identify areas needing improvements. Findings will be discussed with staff at each site visit to ensure actions are taken for any identified issue. the project director will hold monthly meetings with all school-based administrators to provide opportunity for school-based staff to collaborate, review, and discuss issues and solutions related to technology supported PLEs for students. A monthly monitoring report will be produced by the district. The project director will work with the external evaluator and staff from participating schools to identify and collect all necessary data elements that will ensure compliance with program requirements.

#### Evaluation Design

Monthly monitoring reports will highlight findings, including programmatic challenges, use of evidence-based practices, lessons learned, and recommendations resulting from site visits and communication with school-based staff. Monthly meetings with school-based staff will provide an opportunity for administrators to discuss monthly findings and annual evaluation results of the external evaluator with the principals' informal observations about the fidelity of implementation.

#### Analysis

The formative and summative evaluation reports will use qualitative, descriptive, and multivariate methods to evaluate participating schools' success at meeting grant objectives. *Quantitative* performance indicators aligned to teacher practices include state test scores in reading, math, and science, course grades/grade level progression, and graduation rates and post-secondary enrollment rates of feeder high schools. Qualitative measures include indicators pertaining to implementation (e.g., teacher access to technology, use of technology-based content and lesson plans), quality of professional development (e.g., teachers earning industry certification, implementation of technology-based content in classrooms and establishing and facilitating student-centered individualized learning plans), and student and teacher satisfaction.

Additional analyses include tracking high school graduation rates and post-secondary enrollment rates of high schools being served by the participating middle schools because the RTTD grant being applied in the middle schools has no direct measure for both indicators.

### Reporting

The mandatory annual reports of findings and outcomes will be shared with all stakeholders and will be made publicly available on the District's website on the Student Assessment and Research Department's web page. Parents of students in participating schools will receive notices from their respective schools of each annual report following publication. Hard copies will be available at each school.

### Responsible Parties

The district has developed a Strategic Planning and continuous Improvement Division that will lead the district in the reform implementation. Under the division a performance management team will monitor school and districtwide performance against goals, identify when performance is off-track, and intervene early to ensure that goals are met on budget and on time.

In summary, the strength of this section is the attention given to the detail of how the applicant will assess the effectiveness of its investments. Beginning with the identification of student learning goals, the applicant describes the evaluation plan/design, who will oversee the evaluation activities, including collection and analysis of both formative and summative qualitative and quantitative data, and the reporting of data. The information is clear and complete and gives evidence that the LEA is not only planning a careful analysis of data regarding its goals, but that the data will be used to take correction action (formative data), and will know if goals have been reached (summative data). The data to be collected are based on the Context, Input, Process, and Product (CIPP) model.

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
(F)(1) Reviewer Comments:		
(F) (1) To ensure the success of the project the district is committed to ensuring that funds will be aligned with each of the four core assurances of the project. The allocation of resources is sufficient to support the development and implementation of the overall project.		
<u>General Support</u>		
The district will build the PLEO department to manage the project and ensure that all activities within all four core areas of the project (that together are the RTTD PLEO project): Learning, Teaching and Leading, Policy and Infrastructure, and Continuous Improvement) are completed with fidelity. Staff that will assume responsibility for all four projects include: Project director, Project Coordinator, Clerk Specialist, Director of Grants Administration and government programs, Grant Specialist, and Budget analyst. Funds will be used to support the positions through computers, travel, and supply costs.		
1. Learning		
RTTD funds will be used to hire 5 curriculum specialist positions. Each will focus on a different content area of the grant. To support students' emotional and behavioral needs, the district will also hire 4 behavior specialists to serve as support to students, teachers, staff, and parents. In addition, a Community/Home-School Liaison will be assigned to two schools. RTTD funds will also be used to support bus transportation to partnership sites such as Junior Achievement. Resources will also be used to hire a facilitator to provide parent workshops on personalized learning and the mobile devices. Resources also will be used for a contract for Broward College to backward map college courses.		
2. Teaching and Leading		
RTTD funds will be used to pay for a lead teacher to serve as the school-site liaison in each school. Funds will be allocated for substitute costs so that teachers can participate in training and professional development for each phase of the project, including travel costs. The budget also includes costs for project leaders and district curriculum support personnel, including travel costs to attend national conferences targeting innovation in education, personalized learning, and integration of technology. A programmer will also be hired to collaborate with personnel at the schools to analyze student assessments and student risk indicators. The district will also hire two instructional facilitators to design and deliver professional development, as well as monitor and support the schools to ensure that policies are implemented with fidelity.		
3. Infrastructure and Policy		
The district will hire a Property and Inventory Manager for purchasing equipment and resources and a Customer service analyst to provide technical support to school and district staff on user functionality of mobile devices.		
4. Continuous Improvement		
The district will hire two Programmer Analysts to design and maintain the electronic performance management system (this budget also includes materials/operating systems). An external evaluator will be contracted to conduct the formative and summative evaluations and		

prepare annual reports for stakeholders.

The district has already invested in the four core assurances of RTT using both grant funding allocated from the state and the district's general funds to ensure the foundation for implementation of the RTTD reform. Over the last two years resources have been allocated and used for professional development and training school leaders, teachers, students, and parents on the elements of the RTT grant FL received two years ago. Information and training on the common core standards, partnerships, personalized learning environments, and real world learning experiences.

Financial resources have also been allocated to recruiting, retaining, and rewarding highly effective teachers and leaders in low-income schools.

The district has already equipped 7 of the 10 schools with wireless networking using general funding. In addition, the district has developed a data system, Virtual Counselor, to support instruction.

Human capital resources dedicated to this reform will continue after the period of the grant. The performance management system will remain in place creating a sustained culture focused on performance results. The district will reallocate fiscal and human resources to ensure institutionalization and permanency of the system.

In summary, the applicant's budget meets the criteria for this section. It includes both narrative and tables and identifies all of the funds that will be targeted to meet the goals of the project. The information is comprehensive and complete, and is detailed with enough information to justify the use of funds in each area. It is possible to distinguish between one time investments and recurring operational costs, as well as detailed information regarding each of the elements of the proposal. Information is also provided on how other sources have been used and will be used to support the reform effort. The rationale provided by the applicant for the use of funds is reasonable and realistic.

(F)(2) Sustainability of project goals (10 points)

10

9

(F)(2) Reviewer Comments:

(F) (2) The District has three main indicators that represent the building blocks that will be in place for the successful sustainability of the reform plan: strong leadership; effective implementation, oversight, and funding strategy; ongoing professional development; and, supporting policies. The district will hire a full-time grant specialist to develop a sustainability plan.

Strong Leadership

The District chose schools based in part on the track record of its leaders. The leaders will be a catalyst to motivation for the staff in implementing and sustaining the reform, and the primary communicator of those goals to students and parents. It is expected that at the end of the grant period, teachers and administrators will own the college and career ready agenda and their schools.

Effective Implementation, Oversight, and Funding Strategy

The performance management system will be continued after the grant period to ensure that decisions about instruction and effective teachers and principals are data driven. In addition, elements of the reform that have been determined to be successful will also be continued. Key strategies will be created in the following areas: operational, financial, technical, and institutional. As the district moves from printed material to digital materials, considerations for funding this large effort will be made. Other funding that may be considered is funding to reduce class size that will be met through blended classrooms and gradeless environments.

Ongoing Professional Development

The district will build capacity through professional development sessions and ongoing systems for support.

Supporting Policies

The district will continue to support policies that impact full implementation and personalized learning after the funding ends.

In summary, although the section provided insight into what the LEA is planning to do to sustain its grant-related activities after the grant period has ended and the narrative was focused on the sustainability of project goals, the information in each section was limited. Nevertheless, the plan is credible. Hiring a full time grant coordinator to develop a sustainability plan will be important as the district plans to do.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10

## Competitive Preference Priority Reviewer Comments:

### Description of Partnership

The PLEO project will use four behavioral specialists who will be assigned to three geographically grouped schools each, and 12 part time home liaisons, one for each participating school, to focus on providing support services to teachers and students in the classroom, community, and at home by helping them to personalize behavioral interventions that address the needs of students exhibiting an above average number of risk indicators. Behavioral specialists will enhance the district's rTi model by providing liaison services between the classroom and the Collaborative Problem Solving Team. Home/Community Liaisons will work with the Behavior specialists and the Collaborative Problem Solving (CPS) team to mitigate risk factors.

The purpose of the Behavioral Health Partnership between the district and community providers is to provide school based personnel with a list of behavioral health providers who have met the standards set by the Behavioral Health Partnership Committee. The Behavioral Health partners provide services to students on school campuses when school personnel have referred the student.. At the time of the application, the partnership includes 21 behavioral health partners.

In addition to behavioral health partners, the district collaborates with a number of community-based private and public partners to deliver safe and effective before and after school programs that extend learning, character development, socialization and recreation beyond the school day. The principal in collaboration with the school parents, after care parents, and the school advisory council select the partners. Private Providers operate at 77 schools. Home/Community Liaisons will work with the teacher, student, family, and Behavioral Health Specialist to ensure that students have out of school time opportunities consistent with their personalized learning and behavioral goals.

### Population-Level Desired Results

Desired Academic Results: N = 2

Desired Behavior Results: N = 2

Desired Classroom Results: N = 2

Desired Family Results: N = 1

Each desired result is linked to one or more performance measures and where data are obtained.

### How Partnership Tracks Selected indicators

The Behavioral and Academic Support system (BASIS) is an electronic tool that provides all the data needed to drive instruction. By tracking and monitoring school-wide and individual student performance data, BASIS ensures fully-informed decision making and promotes high quality instruction to help all students succeed. Behavioral Health Partners receive student referrals electronically via e-mail from BASIS. Information is retained in the data management system and tracked for achievement of objectives.

### Use of Data to Target Its Resources to Improve Results For participating Students

CPS team members will assure that the data from Tier 2 and 3 interventions receive timely and sufficient analysis to make accurate and meaningful decisions about student progress, including changes to interventions when needed, smooth transitions among the Tiers, and referral for evaluation for ESE services when warranted.

### Development of Strategy to Scale the model Beyond the Participating Students

The Superintendent has mandated that each school have a duly constituted and fully functioning CPS team to address academic and/or behavioral problems of students in the general education classroom. In addition the rTi module will extend to all [high need] students with behavioral problems with three additional components: a tiered system of intervention delivery that becomes progressively more intensive in relation to the student's identified problems, 2) use of evidence-based interventions that are research-based and supported by a proven track record of effectiveness with the student's identified problems and systematic progress monitoring of interventions to evaluate their effectiveness.

### Improve Results Over time

Students are continuously monitored to determine their progress toward mastery of core content and strategies are employed to help them meet standards. Students' behavior is assessed through a variety of means and the assessment results drive decision making about how to assist with student behavior. Evidence based strategies in instruction and behavior management are used to increase the learning of each student.

### Integrating education and other services for participating students

Within the rTi system, the behavioral specialist's role will be to provide support to the teacher, student, parent, guidance counselor, and CPS team and to work in collaboration with community partners to design unique and innovative therapeutic experiences to address the needs of students. Concurrently the Home/Community Liaisons will also work within the rTi structure and with the identified stakeholders to better

coordinate before and after school academic, social, and recreational opportunities provided by community partners that are aligned with participating students' individual behavioral and academic goals.

Building the Capacity of Staff in Participating Schools

a. Assess the needs and assets of participating students: in addition to the battery of academic formative and summative assessments students receive throughout the school year, student learning styles and interests will be assessed, and results will be incorporated into the behavioral and academic support system (BASIS) to drive instruction. In addition, students will receive the Mind in the making 7 essential life skills training. Assessment of these skills will also be used to provide the teacher, behavior specialist and home/community liaison with another perspective of the student for use in designing personalized learning and/or behavioral interventions and opportunities.

b. Identify and inventory the needs and assets of the school and community: The Civil Rights Data Collection is a national data tool for analyzing equity and educational opportunities and identifies whether schools are providing the opportunity for all students to be prepared in the 21st Century global economy. Beginning in 2012-2013, the Superintendent of Schools implemented an initiative to address the disproportionate rate of suspensions, expulsions, and law enforcement interventions among students of color. As part of this initiative, schools now create School-wide Positive Behavior Plans to detail positive prevention and intervention plans intended to support the District's discipline goals. To support the initiative, the PLEO Behavior specialists will work with teachers and students in the classroom together with the PLEO Behavioral Health Partners to prevent behaviors from escalating beyond Tier 2.

c. Create a decision making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students: The CPS/rTi model has a fundamental goal to assure the success of every student by differentiating instruction and providing successively more intensive assistance of success of every student. behavior specialists will work with teachers to select and implement monitoring tools that clearly demonstrate progress toward achievement of the chosen outcomes.

d. Engage parents and families of participating students: Whenever a student is identified as having a behavioral problem requiring special attention, the parent or guardian of that student will be notified by the teacher or behavioral specialist and a parent-teacher conference will be requested. This will be done before the issue has escalated to a Tier 2 or 3 stage. The meeting will include the teacher, student, parent, and behavior specialist at a minimum. if a student had participated in any of the partnership activities, the professional who delivered that service may also be required to attend the conference.

e. Routinely assess progress in implementing the plan: the teacher and behavioral specialist will meet and communicate regularly regarding the needs and progress of students with higher than average risk scores, students who are participating in intervention strategies within the classroom setting, students receiving partner services outside the classroom and students who have been referred to the guidance counselor for Tier 3 intervention through the collaborative problem solving (CPS) team.

Annual Performance Measures

The annual ambitious yet achievable performance measures for the proposed population-level were identified in the application.

Timeline: in each year of the grant during each quarter they will be assessed.

In summary, the district provides compelling evidence that it will integrate public and private resources in different partnerships that will be used to augment the schools' resources to provide student and family supports that address the social, behavioral, or emotional needs of students. As an example, the applicant describes the Behavioral Health Partnership between the district and community providers that will provide school based personnel with a list of behavioral health providers. The Behavioral Health partners will provide services to students on school campuses. This partnership recognizes the intersection between academics and socio-behavioral issues. The partnership will track selected indicators, use data to target its resources and will document change over time and thus can be used to improve results over time. The description of how this will be done is detailed in the section. The applicant also provides a list of population-level desired results that are aligned with the district's proposal. Building staff capacity is viewed in the district as a critical component to achieving project goals and the applicant describes how it will implement high quality professional development (PD) and training for staff. PD and training are data-based in the sense that data from its various systems will be used to determine where additional training is needed. There are 7 desired results that cover academics, behavior, classroom, and family areas. All are important and each is linked to performance measures that will give the district information to use to determine if its proposed goals are being met.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

This application is packed with critical information about how the district plans to build on the core assurance areas to create learning



environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools, and practices for students and educators alike. The descriptions and the data that the district provides to illustrate where gaps are, particularly gaps that highlight differences among sub-groups, support the intentions of the district to reach its goals of providing a high quality learning environment for its students. The District application has comprehensively addressed how it will meet this priority throughout its application. The vision the district created from its careful analyses of data showcases what the district will do over the grant period of four years, and beyond the four years to sustain activities determined to be successful, to support student achievement and deepen student learning by meeting the needs of each student, increase the effectiveness of educators (through professional development and training), expand student access to the most effective teachers, decrease achievement gaps, and increase the rates students will graduate from high school. Each section of the application addressed different areas and included a complete appendices of charts and tables to accompany narrative to illustrate how areas were to be met.

Total	210	200
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## Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	15

### Optional Budget Supplement Reviewer Comments:

#### Case Academies: Innovative Strategies to Promote Academic Success and Pathways to Post-Secondary Education

The objectives of this program are to coach targeted students to motivate them to meet graduation requirements to be prepared for post secondary academic and/or employment opportunities. To do this the district will design academies that will be provided in a non-traditional environment using a year round schedule and the strategic support of teachers, parents, principals, and guardians. There are three program activities and each includes well articulated goals. In addition, there will be two support components to the program, an academy for teachers and principals and an academy for parents and guardians. The two support academies are essential for the success of CASE and add a critical element to the potential for the success of CASE. The budget and allocation of resources appear sufficient. The partner, FL Atlantic University is an excellent choice given its history with this type of program. The full award of points is based on the clear description of the program, staffing, and partnership.

Optional Budget Supplement (Scored separately - 15 total points)	15	15
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### Optional Budget Supplement Reviewer Comments:

#### Empowering Personalized Learning (ePL)

The District proposes this initiative in four selected middle schools to achieve three goals of the District RTTT Application: breaking down time and space barriers to learning, supporting teachers in implementing true differentiated learning in their classrooms, and a gradual transference of responsibility for learning from the teacher to the student over time. Schools participating in ePLs will use a combination of personally owned and school owned digital devices to put a digital learning device in the hands of each student. Using personal devices in daily learning to access resources, interact with content, and create products will extend the learning environment outside the physical walls and time limitations of schools, support teachers in differentiating the learning environment, and transfer the responsibility for learning from the teacher to the student.

ePLs would begin in year 1 with students in grade 6. Grade 7 would be added in year 2 and grade 8 in year 3. In the final year of the grant, the district would work with the school to integrate personal digital devices into electives identified by the school. Each year digital content for the specific grade and subjects would be developed for use in the classroom, teachers trained on and supported in the use of digital content in learner centered classrooms, and implementation monitored and measured.

Specific activities for ePLs have been identified. Each year of the four year grant, district curriculum supervisors will work with a team of teacher content developers who will create digital resources accessible by multiple technology tools and suited for use in a learner-centered personal learning environment. As ePLs progresses it will be moved into the BEEP Teacher and Student portals.

Students in ePL will be enrolled in a Research and Critical Thinking elective in addition to their core courses. The Department of College and Career Readiness, Career and Technology Education, STEM and Instructional Resources, and Literacy will develop curriculum for this class.

The project's goals and activities are well articulated and what is planned is important and if funded would augment the applicant's RTTD planned activities.

The budget allocation of itemized costs for this option are reasonable and realistic and are capable of supporting the program.

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Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p><u>SPARK (STEM and Physical Activity Reshaping Kids)</u></p> <p>The SPARK program will integrate STEM education with physical activity to impact the physical, emotional, individual, social, intellectual, and financial dimensions of students' human capital. Students participating in the SPARK program will learn STEM concepts through active, developmentally appropriate activities that will motivate and engage them. The SPARK program will use VERT, a sensor-based data collection device. VERT data will be manipulated and used in creating STEM-based curricular experiences. The SPARK program will integrate technology and physical activity by collecting data and providing a web monitoring platform/app that serves to create a social network, through which students can compete, compare, share, and challenge themselves and their peers in physical activities.</p> <p>In year 1 SPARK will focus on building students' physical, emotional, and individual dimensions of human capital by concentrating on using VERT in the physical education classes with accompanying STEM seminars. Curriculum will be developed and tested in a summer institute attended by 30 physical education teachers from the 10 participating middle schools, the SPARK program coordinator, and the District STEM curriculum supervisors.</p> <p>During year 1, partnerships will be cultivated with parents and the community to support and extend the SPARK program outside of school. During years 2 and 3, partnerships with parents and the community will continue to be developed. During year 4, the curriculum will be evaluated, enhanced, developed, and tested in a summer institute attended by teams of PE, math, and science teachers from the 10 participating middle schools, the SPARK program coordinator, and the District STEM curriculum supervisors. The optional project is focused and carefully designed for a specific population of youth. The work is feasible with adequate staffing and the allocation of resources is adequate for the amount requested. A support letter from the partner is provided.</p> <p>SPARK is an important project to meet the needs of kids through the use of a physical education infused STEM program. SPARK has been used in other parts of the country and has been successful. What the district is planning with its SPARK program is important for its student population, the allocation of resources is adequate, especially for the technology, and staffing is adequate for carrying out the activities within SPARK.</p>		
Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p><u>Single Gender Classrooms</u></p> <p>As a supplement to the RTTD application, the District is proposing a significant change in personalized learning environments, specifically the implementation of single gender classrooms. For this project, the District plans to partner with the Gurian Institute in Colorado springs, CO, an identified LEA school district in FL and Stetson University, Deland, FL in the implementation of single gender classrooms in year 1 of the project, using data from year 1 to determine additional classrooms for single gender and/or establish a full single gender school in year 2 and no later by year 3, implement at least one single gender total school serving both males and females on the same campus in personalized single gender classrooms as well as continue to support the single gender classrooms at other previously implementing schools.</p> <p>The intent of this proposal is to begin with 10 schools in an action research environment offering single gender classes in the first year, up to 20 schools in the 2nd year and the addition of a total single gender school in the 3rd year. The partnering LEA district will include extending their current research and monitoring practices of their existing single gender programs adding new content areas and instructional practices each year. The optional project is focused and carefully designed for a specific population of youth. The work is feasible with adequate staffing and the allocation of resources is adequate for the amount requested.</p>		
Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p><u>RTTT-D: Personalized Learning in STEM with a "Gamified" Curriculum</u></p> <p>"Gamification" of education is the process of applying and infusing game design mechanics. "Gamification" of the science curriculum, with an emphasis on inquiry-based integrated applied STEM problem solving will meet the three goals of the district application. The "gamified" classroom environment provides quests to learn content in many different formats directed by the individual student's need to know in order to be successful in his or her quest, removing time and space barriers to learning.</p> <p>Games require learning from failure, repeating activities with the perseverance to succeed and reconstruct knowledge. The quest structure of the "gamified" curriculum can be established to directly address misconceptions in science and hand the responsibility to the student to create a strong foundation before continuing to the next level and applying that newfound knowledge to solve the next level of the quest.</p> <p>This project will reengineer the current presentation of the middle grades science courses into integrated problem solving, inquiry based STEM modules. The middle grade classroom is selected for this initial implementation because student engagement with science and with</p>		

school in general falls off in the middle grades.

Year 1 will involve intensive development sessions led by the "Gamification" Teacher, Curriculum Developer and a "Gamification" Developer with a cadre of 1 middle grades science teachers. Year 2 will focus on lesson development and intensive professional development with a pilot study. Year 3 will use the pilot data for curriculum revision and full implementation in grades 6-8. Year 4 will involve curriculum revision and then full implementation of a gamified curriculum in grades 6-8, adding more schools. The optional project is focused and carefully designed for a specific population of youth. The work is feasible with adequate staffing and the allocation of resources is adequate for the amount requested.



# Race to the Top - District

## Technical Review Form

Application #0906FL-3 for The School Board of Broward County, Florida

### A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

#### (A)(1) Reviewer Comments:

The Broward County Public School District sets forth a comprehensive and well articulated reform vision based on 5 goals:

- transferring responsibility for learning from teacher to student
- supporting teachers and school leaders in implementing personalized instruction
- re-engineering middle schools for the 21st Century learning
- creating a systemic process for continuous focus on improving student achievement
- engage a wide range of local partners to align resources to support learning

The district's reform plan, Personalized Learning for Equity of Outcomes (PLEO) is centered on a student-centered learning experience for students in which time, content and place are the variables and student achievement is the constant.

The district's reform plan is based on a well articulated set of 4 core assurances:

- adoption of college and career ready standards, building in essential skills to think critically and apply higher level knowledge skills
- data systems that measure students' growth-- expanding on its data system, Virtual Counselor, to analyze student level data on strengths and weaknesses and communicating this to students and parents. Combining existing data resources will provide teachers, administrators with meaningful support for instructional planning, and assessment data to improve and inform student academic and social behavior.
- recruiting , developing, rewarding and retaining effective teachers and principals; developing systems for teachers and school leaders that use observational evidence for 50% of score and student growth for the other 50%.
- turning around the lowest performing schools through a transformational model to improve student outcomes

Descriptions and research base for plan have high potential for success.

Score high.

(A)(2) Applicant's approach to implementation (10 points)	10	10
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#### (A)(2) Reviewer Comments:

Broward County Public School district is a large, diverse district with a total of 260,480 students. In selecting schools for inclusion in the grant, the decision made was to focus on middle schools where it was determined that the middle schools were most in need of the

transformational engineering that the Race to the Top Distract grant would support. The district's Department of Research and Student Assessment provided data to senior and executive level leaders to determine pool of middle schools that would be approached for the personalization learning initiative. Factors of leadership, school culture, community support students eligible for free and reduced lunch, student achievement data and behavioral indicators were used to determine potential schools. Eleven schools of the 42 public middle schools were identified and one special education center with middle school students. One alternative center was selected to test the model for emotional/social and behavior support strategies that would meet the need of all students. A list of schools is included.

Detailed chart of participating schools, grades and subjects, number of educators within the school, total number of students participating, disaggregated data for numbers of students from low-income families and, high-needs students.

Very thorough presentation of selection process.

Score high.

(A)(3) LEA-wide reform & change (10 points)

10

10

(A)(3) Reviewer Comments:

Broward County Public Schools presents a detailed logic model directly related to three key learning goals of transferring responsibility of learning to the student, supporting educators in implementing personalized learning, and re-engineering middle schools for the 21st century.

Logic model includes baseline data/needs, funding, people, resources, actions and performances measures. Very well spelled out for improving student learning outcomes.

District's Superintendent conducted listening tours over a period of 6 months engaging educators, parents, school leaders, teachers, Teachers Union, corporations, non-profits and civic groups to create a strategic plan. The plan is directly tied to the District's goal of high school readiness and closing achievement gaps.

The plan is to translate the demonstrable success of the project through scale-up and replication. First to the 30 additional middle schools and then begin replication at the District's 33 high school. Plan will also include mentoring other districts that want to replicate the program.

Strong evidence of presenting a high quality plan and potential for replication.

Score high.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

10

(A)(4) Reviewer Comments:

The District has set ambitious goals for improving student learning:

- by 2016 77% proficiency in reading for grades 6-8, 78% in math and 73% in 6-8 grade science based on the State Standardized Test or the Partnership for Assessment of Readiness for College and Career Test
- closing racial achievement gaps black/white by 16%, Hispanic/white by 9% , free and reduced lunch/non Free and Reduced Lunch by 18% on State standardized test by 2016
- graduation rate of 92% by 2016 and 96% by 2018 (2 years post grant) for the feeder high school of middle schools in program
- college enrollment rate of 63% by 2016

The achievement goals are supported by evidence presented of the success of personalized learning initiatives in other districts that demonstrate a potential of 5 percentage points per increase for student scores in reading, math and science.

History of the District's success in closing achievement gaps.

Percentage of students graduating in 2011 was 82% at the feeder high schools. The reform plan will reduce dropouts by engaging students in personalized learning.

College enrollments have been trending upward and it is expected the project will further this trend.

Exhaustive presentation in chart form support the claims for improved student performance.

Score high.

## B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	12
<p>(B)(1) Reviewer Comments:</p> <p>The District has an impressive record of success over the past four years in improving student learning outcomes, closing achievement gaps, increasing high school graduation rates, and increasing college enrollments. The Broad Foundation has recognized Broward's achievements in: narrowing achievement gaps between Hispanics and white students in math at all levels and in elementary and middle school reading; narrowing achievement gaps between black students and white students in middle and high school math and in elementary school reading; and, lowering achievement gaps between Hispanic and white students in reading at all school levels and in elementary and high school math.</p> <p>Broward's success in increasing achievement for all groups has been recognized by Broad and the Council for Great City Schools.</p> <p>Student achievement on the Florida Comprehensive Assessment Test (FCAT) also shows improvement in reading, writing, mathematics and science between 2006-11. This data is presented in graphs for specific grade levels. Charts are included that show the increase in performance for reading for subgroups (black, Hispanic, economically disadvantaged, ELL, students with disabilities) from 2007-11, increase in performance in mathematics for the subgroups, and diagrams to illustrate the closing of achievement gaps between white and black, and white and Hispanic in mathematics and reading. However, the changes are quite small.</p> <p>In Broward, Hispanic students lead the graduation rate with a graduation rate of 82% in 2011 compared to a graduation rate of 80% for all students.</p> <p>There was an increase in graduation rates for all students from 66% in 2007 to 80% in 2011, with black students showing an increase from 56% to 72%. Broward's investment in core literacy and mathematics education has led to significant improvements in student achievement reductions in achievement gaps and increase in college enrollment.</p> <p>A system called Virtual Counselor (VC) captures local and state data. The data captured in it is accessible to teachers, parents and students. This data will also be made available the student's online Learning Management System. Teachers use this data to monitor student progress on such measures as attendance, behavior, formative and summative assessment data. With the availability of this data, teachers can implement a personalized learning program for students. Also parents and students have access to information about performance.</p> <p>Broward has demonstrated success in closing achievement gaps, but the changes are small.</p> <p>Score low of the high range</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p> <p>Broward routinely disseminates standardized information that is readily accessible to stakeholders. A budget process at each school reviews FTE staff requirements and the operation funds needed. The 2010-11 School Financial Report was disseminated by hard copy to the general public, and posted on the district website for parents and students. Financial information was also disseminated via e-mail and the school newsletters.</p> <p>Detailed financial reports are included in the application. The financial report includes salary information for instructional staff, school level salaries for teachers and non-personnel expenditures. Charts for each school to be included in projects, including student enrollment and total expenditures per school, are also provided.</p> <p>Score high.</p>		
(B)(3) State context for implementation (10 points)	10	10
<p>(B)(3) Reviewer Comments:</p> <p>Under Florida legislation and processes undertaken by the Florida Department of Education there is a viable framework for the implementation of changes needed to prepare students for college and career readiness and 21st century learning.</p> <p>Examples are:</p> <ul style="list-style-type: none"> <li>creation of a plan by Florida State Board of Education to create a digital learning plan for the state</li> </ul>		

Digital Learning Now Act stating that each student should have access to a high-quality digital learning environment (digital content and online learning)

- each student must graduate from high school with at least one online course
- increase options for students to graduate early
- more dual enrollment course (high school and college)
- career education for middle school students

Florida has passed legislation expanding digital learning, personalizing learning so that students can learn "any time any where". By 2015-16 all adopted instructional materials for students K-12 must be provided in electronic or digital format.

Broward has been approved for a pilot program transitioning to electronic and instructional materials.

The examples of the Florida legislation provide a highly supportive context for the implementation of personalized learning environments presented in the application.

Score high.

(B)(4) Stakeholder engagement and support (10 points)	10	8
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(B)(4) Reviewer Comments:

Meaningful stakeholder involvement in developing the application includes:

- Superintendent's listening tours begun in Fall 2011 which gave input from community, parents, and students
- planning sessions in summer 2012 involving the Senior Leadership Team, School Performance and Accountability Cadre Directors, principals, teacher representatives, and Broward's Teacher's Union (BTU)

Planning sessions focused on the District's need for personalized learning, developing a vision, determining resources, partnerships available, and the selection of schools that had capacity for implementation.

In collaboration with BTU agreement was reached on teacher's incentive for participation, additional planning time for teachers, fair process for reassigning teachers not wanting to participate, and defining the changing role of teachers.

Throughout the process wide dissemination of the application occurred through workshops, televised School Board workshops, distribution to local government leaders and school leaders.

Orientations will be conducted in each school for all staff, including instructional, administrators, security monitors, etc. Each school will define specific strategies for their own communities to effectively implement personalized learning. School voice will be a critical part of the implementation process.

A Personalized Learning Environment Committee will guide implementation of school projects. Members will include principals, K-12 teachers, district personnel, representatives of BTU, community partners and parents. Schools will also have steering committees unique to each school implementation. Community partners will provide support for each program.

Letters of support from stakeholders are included in Appendix but are not strong.

Score is low high.

(B)(5) Analysis of needs and gaps (5 points)	5	5
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(B)(5) Reviewer Comments:

The increasing diversity of the student population in the District presents challenges found in similar large urban districts. Of all students who did earn a diploma (76% in 2010-11), only 59% enrolled in college, many of whom required remediation.

Participating middle schools are far below District proficiency in math and reading and all 12 failed to meet AYP for the past 3 years basically due to a disparity of performance across subgroups (Black and Hispanic). The personalized learning model will provide students with an online learning environment, learner profile, competency based matrix, and interactive and adaptive digital content to prepare them for college and career.

Data provided for participating schools support the need for implementing personalized learning. Participating schools have a high

suspension rate, low attendance, and higher truancy in comparison to the District averages.

Plan includes providing teachers and school leaders with tools, time and professional development to create a personalized learning environment. Also plan will provide wireless capacity to schools currently without it and upgrades in schools that need greater capacity. All schools will have upgrades in infrastructure to implement the model. Students will have access to individual mobile devices and a physical environment that supports personalized learning.

Well documented needs and gaps to ensure successful implementation of proposal.

Score high.

## C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18

### (C)(1) Reviewer Comments:

Broward has a high-quality plan that engages and empowers all students based on six attributes for Next Generation Learning as defined by the Council of Chief State Schools Officers.

The timeline calls for a two year phase in for core content extending to electives in year 3. Activities will occur in 3 stages as responsibility for learning is transferred from teacher to student.

Stage 1 teacher provides instruction and assessments, identifying student strengths, weaknesses, interests, etc.

Stage 2 teacher and students create individual learning maps, students have more input into learning process and learning mastery.

Stage 3 students encouraged to design own learning experiences, teacher serves as guide, assessment in form of exhibition to parents, community and peers, move is to time independent, competency-based learning.

All students will create a Learner Profile aligned to learning preferences and interests. The Profile will include items such as achievement data, motivational profile, and student goal statements. The teacher will support the students to reach a point where students recognize how they learn best and understand what they need to learn to meet college and career readiness.

The Learner Profile will be incorporated into a Learning Management System algorithm that will recommend digital content for learning. A collaboratively designed Student Learning Matrix based on the profile will guide the student with deep learning experiences based on Next Generation Sunshine State Standards. Responsibility for learning will be transferred to the student. Authentic student voice will be critical to move to student-centered learning. It is not clearly described how the Student Learning Matrix will be developed. The alignment of common core standards for all subjects will be a time consuming activity.

Students in 6th and 7th grade will engage in rich experiences in career exploration. By partnering with local industries, the District is able to provide a variety of authentic learning experiences beyond the classroom such as speakers, demonstrations by experts, apprenticeships, and career-related activities.

Learning activities will reflect student background and encourage multicultural viewpoints.

Comprehensive Systems of Supports address physical, social, emotional, and cognitive development along a continuum of services. The District plans to incorporate the seven life skills into the curriculum. Students will be assessed to determine their level in each of the skills. Results will be included in Learner Profile and be available to teachers to incorporate the skills in instruction.

Parent development sessions will be offered to support parents in helping their child connect to learning as well as connecting parents to other parents. Parents will play a central role in the learning process. The student is at the center of Performance-Based Learning.

Within Broward's Personalized Learning Environment time is the variable and mastery is the constant. The teacher will support the students through the Student Learning Matrix so that the students understand where they are in meeting their learning goals.

The learning environment will be digitally rich to support Anytime, Everywhere Opportunities for student learning. Training for students will support their digital literacy.

Parties responsible for the implementation of personalized student learning are clearly described.

Broward has a high quality plan for improving student learning and creating a personalized learning environment to provide the support for students to graduate college and career ready.

Score low high.

(C)(2) Teaching and Leading (20 points)	20	20
<p>(C)(2) Reviewer Comments:</p> <p>Broward's plan to support teachers consists of a pre-implementation summer academy followed by three phases of professional development aligned to student stages of learning.</p> <p>Professional development will include an orientation to PLEO for all school staff in the first 90 days, followed by Phase 1 District -Supported Professional development, Phase 2 District -Supported School-Based Professional Learning Communities, and Phase 3 District-Supported Community Practice school-wide and to non-grant participating schools implementing PLEs.</p> <p>Phase 1 lays the foundation for implementing a personalized learning environment through immersion in a set of modules that identify best elements of personalized learning. In Phase 2 the modules will be further investigated at school sites in Professional Learning Communities with District support. Phase 3 teachers continue in PLCs with minimum support. Teachers are facilitators of student learning as evidenced by classroom observation, a student learning matrix and student achievement results. Teachers who receive effective or highly effective rating in their evaluation may become Personalized Learning Facilitators for their peers in and outside of their school and have the opportunity to pursue a leadership career pathway.</p> <p>Process for developing teachers will repeat in year 2 for Language Arts, Reading teachers and in year 3 Social Studies teachers. Elective teachers will be added in year 4 when all teachers participating are implementing PLEs.</p> <p>The ultimate goal is to develop an ongoing individual professional learning pathway so that teachers' professional development is also based on a personalized learning model.</p> <p>Mathematics and science teachers will be empowered to adapt content and standard-based instruction to meet students' needs, interests and learning approaches. Teachers will learn how to gather diagnostic data on students' needs, learning styles, interests and prior performance and use this data to determine best instruction and resources to create personalized learning for individual students.</p> <p>As part of the continuous improvement cycle, teachers conduct regular, multiple and varied assessments and regular teacher-parent-student conferences. Conferences support parents and students in understanding how to track learning and achievement goals.</p> <p>Improving teacher practice will be based on feedback from observations using The Marzano Observation and Feedback Protocol. Administrators will be able to identify level of teacher development and provide specific feedback and recommendations for professional development to improve practice if indicated in the evaluation.</p> <p>There is also a plan to develop a high-quality set of digital resources for teachers. The goal is to enhance and upgrade current teacher, student, administrator, and parent portal with quality resources aligned to standards in each content area.</p> <p>There is also a plan in 3 phases to develop school leaders and build capacity for a district-wide initiative for personalized learning.</p> <p>The District's plan is to compensate teachers in hard-to-staff subject areas and provide Personal Learning-Planning Days for teachers, leaders, and Personalized Learning Facilitators:</p> <ul style="list-style-type: none"> <li>• recruit teachers for hard-to-staff subjects based on effective or highly effective rating on overall performance score (recruit from bargaining unit)</li> <li>• teachers and leaders eligible for salary adjustment if receive effective/highly effective overall performance score and successfully complete all phases of the personalized learning plan</li> <li>• release time for professional learning in form of 1 day per month in year 1 of implementation and one-half day per month release time in second, third and final year based on project timeline for core subject and elective implementation.</li> </ul> <p>The plan is ambitious in building capacity to improve instruction and support students in personalized learning to become career and college ready.</p> <p>Score high.</p>		

#### D. LEA Policy and Infrastructure (25 total points)

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	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
<p>(D)(1) Reviewer Comments:</p> <p>Broward has in place procedures and protocols that clearly define lines of authority and support the mission and goals of the system.</p> <p>School Board Policies directly support the project implementation:</p> <ul style="list-style-type: none"> <li>Standards for Student Services that set expectations personalized, integrated, and culturally sensitive support system for students and families</li> <li>School Accountability and Improvement Policy which is a comprehensive accountability system for Broward school</li> <li>Student Progression Plan establishes standards for quality instruction and delineated criteria for promotion and equal opportunities for all students</li> <li>School and District Technology Usage provides guidance for technology utilization and integration into curriculum as well as infusion in school</li> </ul> <p>A new organizational structure adopted earlier in 2012, organizes the District into 10 central offices that support and provide services to all district schools under the supervision of the Superintendent of Schools</p> <p>Implementation of PLEO will be housed under Chief Academic Office in Instruction and Intervention. A project management team of a Project Director, Project Coordinator, Content Specialists (math, science, reading, and educational programs), Behavior Specialists, Budget Analyst, Home-based/Community Liaisons, Professional Development Instructional Facilitators, and Information Technology Specialist will provide services to support every student teacher, and administrator to maximize success. (Organizational charts included.)</p> <p>Within participating schools, a project leadership team, led by the principal, will support the implementation of the project in the school. Principals will be encouraged to extend leadership responsibilities and decision-making authority to leadership teams of staff and stakeholders (community members and parents). Schools will be given as much flexibility as possible to manage budgets, procurement, hiring and firing, configuring the workforce, schedules, student affairs, extracurricular activities, and parent and community relations.</p> <p>As described earlier and repeated in this section, students are given the opportunity to drive their own learning. Students progress through a mastery learning model. A Learning Management System which provides interactive and adaptive digital content will support the needs of individual students including students with disabilities and students learning English as a second language.</p> <p>Students will have the opportunity to progress and earn credit based on mastery. Multiple approaches to learning content and process matched to student learning preferences will promote student engagement. Students will have the opportunity to demonstrate mastery in different ways and at multiple times.</p> <p>The District will ensure that learning choices, styles, time, space and documentation choices are available to students. Learning resources and instructional practices are specifically described for all students including students with disabilities and English language learners.</p> <p>Infrastructure is well designed to support quality implementation of project.</p> <p>Score high.</p>		
(D)(2) LEA and school infrastructure (10 points)	10	8
<p>(D)(2) Reviewer Comments:</p> <p>The LEA and school infrastructure is designed to support implementation of the personalized learning project by:</p> <ul style="list-style-type: none"> <li>providing all participating students, teachers, administrators and student support staff with 3G/4G capable mobile device</li> <li>a mobile platform that will bundle curricular and extracurricular content</li> <li>using an online Learning Management System that creates a network to support and connect students, teachers, and parents to each other</li> <li>transforming the way students learn by connecting them to a wealth of information and curricular content</li> <li>leveling the playing field by providing every student with mobile device</li> <li>enhancing the technology capacity at all 12 schools in the project</li> <li>providing virtual learning environment infrastructure integrating data systems to provide all stakeholders with ready access to student and school performance data and supports differentiated learning and personal learning goals</li> <li>ensuring that it integrates more completely its data system</li> </ul> <p>The District Education Technology Services Department will provide technical support for administrators, teachers, non-instructional staff</p>		

and parents to effectively implement the power of the digital technologies.District data systems-BEEP, Virtual Counselor, BASIS, Pinnacle-the electronic grade book system, and SAP-the human resource system linking compensation and professional development to student performance collectively, will create a platform tool/dashboard that includes a variety of student data to provide teachers, principals, and administrators with meaningful support for instructional planning, gathering information of formative, interim and summative assessments as well as a system that provides information on behavior and guidance referrals.

A classroom environment will be developed that will provide students with choices how to learn and demonstrate their learning.

A lofty end goal of the project is that after 3 years of project implementation, grade levels and discrete subject area class periods will disappear and strong partnerships between teachers, students, parents and the community will support personalized learning with rich resources and experiences that are available to students any time and every where.

Strong evidence is provided with an Organizational Chart, Key Personnel Resumes, Principal Qualifications and an Infrastructure Work Plan.

It is not clear if the information technology systems will support parents and students in an open data format or if the schools have interoperable data systems.

Score low high

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	15
<div>(E)(1) Reviewer Comments:</div> <p>Broward participates in accreditation under the Southern Association of Colleges and Schools Council on Accreditation and School Improvement which is an external review and under which the District adheres to standards of quality. Through PLEO the District will develop an electronic performance management system to allow the District and schools to communicate and engage stakeholders on multiple levels in multiple formats. Using Dashboards allows internal and external stakeholders to have a snap shot of performance and ask "what if" questions.</p> <p>A chart provides a monitoring/access user group for each of the types of indicators to be used for overall performance down to specific indicators of performance for teachers, students, support staff, and parents.</p> <p>A 7-step continuous improvement process is presented to monitor the progress and review of leading indicators, outcome data, measures of conditions for learning, and measures that assess quality of implementation. The School Advisory Council comprised of administrators, teachers, school partners, parents and students will do the monitoring and review.</p> <p>Each of the 7 steps are expanded in the description going from Needs Analysis to Monitor and Adjustment in step 7.</p> <p>The 18 performance indicators for PLEO were selected by stakeholders during brainstorming sessions. The performance management system will allow for broad views as well as specific item views of more interest to particular stakeholders.</p> <p>Performance indicators will be available online for view by stakeholders.</p> <p>Student data will be available for review by teachers on a regular basis to track students' performance. Administrators will have access to teacher performance data. Progress reports will be disseminated to the School Board to notify the broader community.</p> <p>The Project Director and Executive Director of Strategy and Continuous Improvement will oversee the reviewing of all performance measures.</p> <p>A pilot in 2013 of the components of PLEO will be carried out at Gulfstream Middle Schools with a sample of 300 students. The pilot will test the mobile device, Learner Profile, online Learning Management System and the PM system. The learnings gained from the pilot will be used to adjust the District's implementation plan. The pilot is an excellent way of testing how project components will work on a smaller scale and identify areas that may be of concern in large scale implementation.</p> <p>Well defined plan for monitoring and improving implementation of project.</p> <p>Score high</p>		

(E)(2) Ongoing communication and engagement (5 points)	5	5
<p>(E)(2) Reviewer Comments:</p> <p>A well detailed table outlines the ongoing communication and engagement with internal and external stakeholders.</p> <p>The table identifies What, Who/Target, Purpose, When/Frequency, and Type/Method(s).</p> <p>The table begins with the Project Kick Off and includes all the meetings described in the proposal such as orientations, district-wide meetings, partner meetings, and meetings with the general public.</p> <p>Methods include such items as document distribution, meetings, electronic dissemination, and presentations. The plan is complete and likely to succeed. The applicants past performance are strong indicators that the communication plan will be carried out as outlined in the table.</p> <p>The applicant has a clear and high-quality plan that is likely to succeed.</p> <p>A complete plan for engaging stakeholders.</p> <p>Score high</p>		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>Using stakeholder input, the District has selected 18 performance measures</p> <p>In comprehensive charts the District identifies the performance measures required and the applicable population. For each of the performance measures the rationale is presented, who will do the measure, process to improve the measure, and tools tied to the measure.</p> <p>Baseline and target data is provided for four years and one post year of project. All participating students as well as subgroups of students are identified. How the measure will provide rigorous, timely and leading information is included in charts. Process to improve measure is indicated.</p> <p>Percentage of highly effective teachers and principals is provided for all students and subgroups of students. Data for all students and subgroups is also presented for percentage of effective teachers and principals. Performance measures for reading grades 6-8 are presented for all students and subgroups. Performance measures for mathematics in grades 6-8 are presented for all students and subgroups. Performance measures in science in grades 6-8 are presented for all students and subgroups.</p> <p>The number and percentage of all students and subgroups who are on track for college-and career-readiness is presented.</p> <p>Additional performance measures include: number of students who have a digital learning profile; percentage of students who demonstrate mastery in five of seven social, emotional, and intellectual skills targeted in the Mind and Making program; percentage of students whose parents attend at least one parent function; percentage of participating students who feel positive about academic support they receive from teachers and administrators; the number of students who feel positive that they try to work out disagreements peacefully, do their best work when schoolwork is difficult, and do their share of work on group projects; the percentage of participating students with improved/maintained Student Tool for Technology Literacy scores in constructing and demonstrating knowledge strand; the number of teachers that participate in at least one school-based Professional Learning Community and demonstrate mastery of learned strategies obtained through the PLC as evidenced by classroom observation and work samples; percentage of participating teachers that receive a rating of "applying" or "innovating" based on teacher classroom observation; the number of schools that are "wireless ready" based on District requirements for networked schools; the number of participating students that have 24 hours/7 days a week access to digital resources as measured by 3G/4G and wi-fi usage; the number of students that are provided digital learning devices to facilitate personalized learning; the number of District, state and/or federal policies and practices that are revised or changed to allow for personalized learning environments and/or "gradeless" schools.</p> <p>The performance measures that the applicant has selected are quantitative academic data and qualitative observation data. In the context of the application these are high quality.</p> <p>Score high</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	5
<p>(E)(4) Reviewer Comments:</p> <p>Broward provides a Table of Evaluation Activities for both formative and summative evaluation of activities to ensure the successful</p>		

implementation of the project.

The table delineates What the evaluation will be, Who/Target, Purpose, When/Frequency, Type/Method(s).

An external evaluator will be hired from District's consultant pool. The project Director will monitor program implementation, review lesson plans, observe daily activities and identify areas of need. Annual evaluation reports will include sections addressing: 1) background and literature review, 2) demographics and student and school characteristics, 3) fidelity of implementation, 4) quality of professional development, 5) objective assessment, 6) best practices, lessons learned, and challenges, and 7) program recommendations.

Evaluations will include elements of a case study, a post-test only design, and a non-equivalent control group pre-post test design.

Qualitative and quantitative measures will be used: quantitative measures such as scores in reading, mathematics, science, graduation rates while qualitative measures will include indicators of implementation.

Descriptive and multivariate analytic techniques will be used to measure impact against program objectives, including levels of student growth, proficiency and narrowing of achievement gaps between students in participating schools.

Applicant has a clear approach to evaluation that includes high quality, recognized measures that will yield appropriate data for analysis and decision making.

Score high

## F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
<p>(F)(1) Reviewer Comments:</p> <p>Broward's budget is comprehensive and detailed with explicit identification of funds requested to support the project implementation.</p> <p>The text includes details relative to the personnel supported with the funds requested, and each of the major elements of the proposal focused on Learning, Teaching and Leading, Infrastructure and Policy, and Continuous Improvement. The text also describes how funds from other sources have been used and will be used to support elements of the project. For example, the District has allocated \$1.25 million of funding over the life of the grant for training of teachers, administrators, parents and students on common core standards, purchase of digital content, equipping schools with internet access and digital tools, and developing a Division for Strategy and Continuous Improvement. These funds have been allocated from the State, and the District as well as from community partners.</p> <p>The budget clearly details funds to be used for one-time investments and those funds that will be used during and after the grant. The rationale provided is thoughtful and reasonable and supports the implementation of the project.</p> <p>Score high</p>		
(F)(2) Sustainability of project goals (10 points)	10	6
<p>(F)(2) Reviewer Comments:</p> <p>The District will hire a full-time grant specialist to develop a sustainability plan which will include assessing ongoing cost, searching and reaching out to foundations and large corporations, and state agencies for funding.</p> <p>The program will be sustained by four core areas: Strong Leadership, Effective Implementation, Oversight and Funding Strategy, Ongoing Professional Development, and Supporting Policies.</p> <p>Strong leaders are the hallmark of reform and the District has made a conscious effort to choose participating schools on the track record of its leader.</p> <p>The implementation of a performance management system will continue beyond the grant and ensure data driven decision regarding instruction and effective teachers and principals. The District is committed to using fiscal, political and human capital resources to continue reforms that show success.</p>		

The District will build capacity through professional development sessions that will be recorded to become part of a digital library resource for teachers.

The District will continue to support policies for personalized learning after funding ends.

Plan needs more detail and lacks specifics on funding after the end of the grant period..

Score medium

## Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10

### Competitive Preference Priority Reviewer Comments:

To support the Competitive Preference Priority, the District has formed a Behavioral Health Partnership between the school and community providers to make available services to all students regardless of level of income, age, color, disability, gender, national origin, marital status, race, religion, or sexual orientation. There are currently 21 behavioral health partners.

Collaboration with other community-based private and public partners provide before and after school programs. Strong partners have formed.

Populations have been identified in a table which identifies desired academic, behavior, classroom, and family results along with the performance measure, and source of data.

A Behavioral and Academic Support System (BASIS) is an electronic tool that provides all the data to track and monitor school-wide and individual student performance data.

A Collaborative Problem Solving (CPS) team will assure that the data accumulated for interventions will be analyzed in a timely fashion to support accurate and meaningful decisions.

Each school by Superintendent mandate has a CPS team. In addition Response to Intervention adds the components of a tiered system of intervention delivery, use of evidence-based interventions, and systematic monitoring. Decisions are made about the best interventions based on assessment data.

There is comprehensive support for the teacher, student and parent so that all children have access to great schools and strong systems of family and community to prepare students for success in school and beyond graduation.

Staff capacity is built through a well developed and implemented professional development, support, and coaching system. Teachers are trained to use the implementation and delivery of evidence-based interventions for both academic and behavior management areas.

An in-depth set of formative and summative assessments that are described earlier in the Learning Section are incorporated in BASIS to drive instruction. All students also receive training in Mind in the Making Seven Essential Life Skills.

Broward has taken positive steps to address the disparity of disciplinary actions that affect Black students more than any other group. Schools create School-wide Positive behavior plans to detail positive prevention and intervention.

Teachers are supported by the Behavior Specialists in identifying and tracking classroom interventions to support students through using what is known about learning styles, interests and life skills. Parents will be involved in all interventions in addressing their child's behavior.

Progress in student behavior will regularly be monitored by the teacher and Behavior Specialist and the Collaborative Problem Solving team as needed.

A timeline is presented for the implementation of the performance measures by year and quarter over the 4 years of the project.

The appendices provide further details for information supporting the ambitious competitive preference goals.

Score high

# Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
<p>Absolute Priority 1 Reviewer Comments:</p> <p>Throughout the application the applicant has presented a cohesive plan to significantly improve student learning in a personalized environment. Student learning will be deepened in both academics and social/behavioral learnings. Students will have the opportunity to direct and manage their learning with support from effective or highly effective teachers and administrators.</p> <p>Achievement gaps across subgroups will be decreased and rate at which students graduate from high school prepared for college and/or careers will increase. The phase in over seven years is likely to provide a successful and sustainable implementation. Appropriate technology is used to support teachers and students in the personalized learning environment. Parents, teachers, and students are partnered to support the measurable learning outcomes. The academic needs as well as the social/emotional needs of all students is part of the personalizing of learning .</p> <p>The Absolute Priority is very well addressed within the application.</p>		

Total	210	197
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# Optional Budget Supplement (Scored separately - 15 total points)

	Available	Score
Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p>There are five optional budgets included to support this application.</p> <p>One budget is for CASE Academies: Innovative Strategies to Promote Academic Success and Pathways to Post-Secondary Eduaction.</p> <p>The objective of this program is to successfully coach targeted students, motivating them to meet graduation requirements and to be stream-lined into post-secondary academic and/or employment opportunities. In order to meet this objective, three CASE academies will be created: Academy for Academic Enrichment; Academy for Teachers and Principals; and Academy for Parents and Guardians.</p> <p>Program activities that will be pursued to achieve the goals are: Educational Enhancement and Enrichment; Economic Preparation; Employability Skills; and Entrepreneurial Training.</p> <p>The project focuses on economically disadvantaged youth who face two or more of the following barriers to high school graduation: deficiency in basic literacy skills in mathematics, language arts or reading; over-aged and under credited; adjudicated youth; and at-risk youth.</p> <p>The budget is well presented to support this critical component.</p> <p>Score high</p>		

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Optional Budget Supplement (Scored separately - 15 total points)	15	15
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Optional Budget Supplement Reviewer Comments:

Broward County Public Schools propose an initiative, Empowering Personalized Learning (ePL), in four selected middle schools to support four goals of the district's RttT application. The goals are: breaking down time and space barriers to learning; supporting teachers in implementing true differentiated learning in their classroom; and a gradual transference of responsibility for learning from the teacher to the student over time.

Schools participating in ePLs will use a combination of personally owned and school owned digital devices to put a digital learning device in the hands of each student. Technology, when applied effectively, has been shown to increase student learning, understanding, and achievement; to motivate students to learn; to encourage collaboration; and to support the development of critical thinking skills.

The budget narrative clearly identifies the need for each of the activities included in the budget table.

The proposed project supports a critical need in middle schools.

Score high

Optional Budget Supplement (Scored separately - 15 total points)	15	15
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Optional Budget Supplement Reviewer Comments:

The applicant proposes a project that will support students physical activity among students. The proposed SPARK program will integrate STEM education with physical activity to impact the physical, emotional, individual, social, intellectual, and financial dimensions of students' human capital. The STEM curriculum should include opportunities for students to engage in real-world problem and experiences through project-based learning. Students participating in SPARK will learn STEM concepts through active, developmentally appropriate activities that will engage and motivate them.

SPARK will use VERT, a sensor-based data collection devise. VERT technology can be used with any activity requiring information on vertical leap measurements. It also can demonstrate caloric burn, amount of jumps, average jumps, velocity of player, and time played, among other measurements.

VERT data will be manipulated and used in creating STEM-based curricular experiences.

Physical education teachers will be trained in the use of VERT. The VERT device will be used in ten middle schools beginning with 6th graders who will keep the device for three years. Parents will be encouraged to extend the use of the SPARK program outside of school. The curriculum developed over the three years will be evaluated and tested in a summer institute in year 4 with PE, math and science teachers.

Budget presented is adequate to support project. A high-quality plan is presented to carry out the project.

Interesting project to support not only personalized learning, but also promote a healthy life style.

Score high

Optional Budget Supplement (Scored separately - 15 total points)	15	15
<p>Optional Budget Supplement Reviewer Comments:</p> <p>The applicant is proposing to implement single gender classrooms in 10 schools in an action research environment in the first year. Up to 20 schools in the second year would be added and a total single gender school would be added in year 3. Teachers would be trained in new strategies associated with gender brain differences.</p> <p>The proposal includes a well developed plan based on research. A planning team will be established to develop elements of the project such as instructional design, curriculum, classroom structures, staff training needs, and identifying concerns that may occur during implementation.</p> <p>The research based instructional strategies, and single gender schedules appropriate for students' interests, learning styles and abilities, and for their social, emotional, and physiological needs will provide rich data for the analysis and understanding of potential applications of the findings on single gender instruction.</p> <p>The model presented is well designed and the budget detail supports the project.</p> <p>Score high</p>		
Optional Budget Supplement (Scored separately - 15 total points)	15	12
<p>Optional Budget Supplement Reviewer Comments:</p> <p>The project proposes creating a "gamified" classroom environment which provides opportunities for learning in different formats: digital videos; mobile device Apps; hands-on projects and experiments; and collaborative learning. The learning is directed by the individual student's need-to-know in order to be successful. Space and time barriers to learning are removed.</p> <p>The project will first be implemented in the middle school classroom concurrent with the implementation of a technology supported, 21st century, personalized learning environment.</p> <p>Detailed lists of activities are included, such as:</p> <ul style="list-style-type: none"> <li>• development of a general "gamified" curriculum framework for K-12 STEM</li> <li>• development of integrated, problem-solving, inquiry based modules to encompass middle school science curriculum</li> <li>• development of mini lessons for mastery of science benchmarks for earth, life and physical sciences leading to success on Grade 8 Science FCAT</li> <li>• development of digital system for tracking achievements, mastery, progress towards levels and leader board</li> <li>• development of digital badges to correspond with achievement of mini-quests and levels for earth, life and physical sciences</li> <li>• professional development for teachers implementing "gamified" learning curriculum</li> <li>• implementation of the "gamified" curriculum in three-year phased program</li> </ul> <p>Detailed description of timelines for the project are presented for five years. The deliverables for creating a fully standards aligned "gamified" science curriculum for grades 6, 7, and 8 are included. The first year focuses on developing four peer-reviewed master quest modules for each of the middle grades (6-8) with individual mini-quests (lessons) that provide the essential core content in science, literacy and mathematics required to be successful in achieving the master quest. To develop twelve quality modules in one year may be overly ambitious.</p> <p>Performance measures for students and teachers are included.</p> <p>The budget is sufficient to support the project.</p> <p>Score low high</p>		



